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ABSTRACT

Although designed to assist vocational, technical, and industrial arts educators in the understanding, development, and implementation of a comprehensive affective education program, this teacher's manual is adaptable to other areas and levels of education. Six chapters comprise the manual. The first four chapters introduce major strategies to deal with affective growth and development: formal structured activities, student organizations, classroom/laboratory meetings, and instructional methods. Chapter V discusses the criteria, approaches, and materials used in evaluating a comprehensive affective education program. The evaluation program is broken down into four major areas: information, behavior, attitudes, and group process. Chapter VI is designed to assist educators in assessing, developing, and implementing their comprehensive affective education program. A glossary, bibliography, models of a formal structured activity, a student organization, and a vocational curriculum, and procedures for problem solving are included. (Author/KC)

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AFFECTIVE EDUCATION

A COMPREHENSIVE PROGRAM TO PROMOTE STUDENT SELF-ACTUALIZATION AND HUMAN RELATIONS SKILLS

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PREFACE

Have you heard this statement from potential employers? *"Just send us a person with the basic skills and a good attitude and we will do the rest."* Or this statement from teachers? *"I cannot teach anyone who is never here, does not want to learn, or is always causing trouble."* Those two statements seem to reflect the major concerns as expressed by most employers and by most teachers. Specifically, employers and teachers are concerned with that aspect of learning that determines the expression of attitudes and information in action and behavior. Action and behavior that reflect such traits as dependability, effort, cooperation, and job proficiency have been identified as essential to success in school and success on the job. To achieve those traits, most educators believe that education should be concerned with all three domains of education: the cognitive (knowledge), the psychomotor (manipulative), and the affective (attitude). Much has been written on the cognitive and psychomotor, with much less written on the affective. For this reason and the fact that the affective domain is essential to effective psychomotor and cognitive learning and behavior management, the major thrust of this manual is directed toward the *affective domain* of education.

This manual deals with affective education as a program to promote student self-actualization and human relations skills. *Self-actualization* is defined as a process of realizing one's unique individuality, capabilities, and potential for continued growth and development. *Human relations* is defined as the ability of a person to practice effective personal relations with oneself and with others in an acceptable manner to both. More specifically, affective education is a process of assisting our young people in becoming successful, happy, and productive citizens in our society.

Self-Actualization

Abraham Maslow asserts that human motivation represents the individual's efforts to gratify five basic levels of needs:

- First Level - Physiological Needs
  (*water, food, clothing, shelter, sex, air, etc.*)
- Second Level - Safety and Security Needs
  (*effort to protect, maintain and shelter oneself*)
- Third Level - Love and Belongingness Needs
  (*feelings of trust, warmth, understanding, emotional give and take*)
- Fourth Level - Self-Esteem and Ego Needs
  (*status, recognition, identity*)
- Fifth Level - Self-Actualization Needs
  (*growth, development, achievement*).

Maslow feels that lower level needs must be satisfied before a higher level need can be expressed--as one kind of need is satisfied, another emerges to take its place. Therefore, in the process of promoting student self-actualization, teachers have to be aware of and deal with all of the levels of needs identified above.

Teachers also have to be aware of and deal with the dynamics and the characteristics common to the different life stages through which people travel during a lifetime. Erik Erikson has developed a theory which he calls "Psycosocial Development", paralleling Sigmund Freud's psycho-sexual stages. Erikson's eight stages identify the most crucial concerns of people throughout their lives--from early childhood to old age. The following list represents Erikson's eight life stages:

- First Stage - Basic Trust vs. Basic Mistrust
- Second Stage - Autonomy vs. Shame and Doubt

- Third Stage - Initiative vs. Guilt
- Fourth Stage - Industry vs. Inferiority
- Fifth Stage - Identity vs. Identity Diffusion
- Sixth Stage - Intimacy vs. Isolation
- Seventh Stage - Generativity vs. Self-Absorption
- Eighth Stage - Integrity vs. Despair

The fourth, fifth, and sixth stages represent the stages in which most adolescents, and young adults find themselves. During Stage Four, a person is deciding between industry and inferiority. He wants to learn to make and do things with others; but he needs to receive recognition for his efforts, and he needs the tools and raw materials for "making" and "doing." During this stage, a person may develop a feeling of inferiority and develop a lack of initiative or he may develop a feeling of industry.

Stage Five, adolescence, is the stage when identity is formed versus being diffused and lost. One result of identity diffusion is the development of a negative self-concept with the result that a person will attempt to become anything but what his parents, his teachers, and society wants him to be.

In the sixth stage, young adulthood, which involves the problem of intimacy versus isolation, a person may not be able to enter into an intimate relationship because he has not sufficiently established his identity. Knowledge of these three stages and their characteristics play a significant role in the teacher's understanding of and the ability to work with programs in affective education.

Human Relations

Human relations skills are those skills which concern themselves with the ability of people to manage human conflict. Human conflict is the result of the resistance a person encounters in his struggle to satisfy his basic needs and to acknowledge his values and perceptions. Therefore, the skills of conflict management are crucial in the development of successful human relationships. A person needs to be able to meet his basic needs without infringing upon the rights of others to meet their basic needs.

Importance of Affective Education

Affective education is important because it is indispensible to effective psychomotor and cognitive learning. Studies have shown that the three domains--affective, psychomotor, and cognitive--cannot be considered unrelated. It would be unthinkable to physically separate the heart from the mind and the hands of the human body as it would be to separate the affective from the cognitive and psychomotor in education.

This manual presents strategies which are designed to deal with the expression of attitudes and information. It is important because feelings, attitudes, drives, perceptions, and values determine behavior. Increased dependability, effort, cooperation, and job proficiency should be the result of student participation in the activities presented in this program. Students should show marked changes in their behavior--better attendance, being more punctual to class and class activities, honestly attempting tasks that are asked of them and being less critical and more considerate of other students in their attempts to perform tasks. Thus, traits such as dependability, effort, cooperation, and job proficiency, identified as essential in school and in the world of work become more prominent in the behavior of students.

The goals and objectives of this manual are concerned with problem-solving behavior, communication, conflict management, self-discipline, positive self-concept, and identity. Affective goals and objectives concern themselves with qualities that make us human--internal states like feelings, attitudes, needs, drives, values, understandings, and perceptions. Any comprehensive approach to education must deal with those important goals and objectives. Growth and development in the affective domain of education can be achieved in a healthy way by concerned teachers.

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INTRODUCTION

This manual is designed to assist vocational, technical and industrial arts educators in the understanding, development and implementation of a comprehensive affective education program. The program's materials are also readily adaptable to many other areas and levels of education. The manual is designed to be a comprehensive approach to affective education, but should not be considered all-inclusive.

There are many ideas, strategies, and approaches developed for affective education; however, the following four strategies presented in this manual should effectively deal with growth and development in the affective domain.

I. FORMAL STRUCTURED ACTIVITIES (F.S.A.)

Scheduled
Unscheduled

II. STUDENT ORGANIZATION (S.O.)

Work-type
Club-type

III. CLASSROOM/LABORATORY MEETINGS (C/L.M.)

Developmental Meetings
Open Meetings
Problem Solving Meetings (scheduled)
Problem Solving Meetings (unscheduled)

IV. INSTRUCTIONAL METHODS (I.M.)

Modeling
Operant Conditioning
Contingency Contracting
Reality Therapy
Establishing Norms.

These four major strategies will be presented respectively in Chapters I through IV. Each chapter will assist the reader in becoming aware of each program strategy; including what each strategy is all about, why use it, and when to use it. Each chapter will also contain a discussion

of the program's major elements, instructions on how to implement and/or lead the program and information concerning resource and reference materials. Models and samples for certain strategies are also located in the appendices of this manual. The first four chapters are designed to deal with the development, implementation, and the support of the three major elements of an "effective" affective education program: (1)informational (2) experiential, and (3) processing.

Chapter V deals with the criteria, approaches, and materials used in evaluating a comprehensive affective education program. The evaluation program is broken down into four major areas: (1) information, (2) behavior, (3) attitudes, and (4) group process. Assessing growth and development in the affective domain is a very difficult task. Evaluation, as presented in this manual, is looked at in specific as well as in general terms considering both short-range and long-range goals.

Chapter VI is presented to assist the educator in the assessing, developing, and in the implementing of their comprehensive affective education program. Consideration is given to the problems of implementing a comprehensive affective education program and to the process of growth and change of individuals in the affective domain.

This manual represents a comprehensive approach to understanding, developing, and implementing affective education programs; but is not presented as a completely developed program ready for implementation tomorrow. It is designed to be both informative and flexible in order that each person may develop, adapt, and integrate any or all the strategies into his or her own program based on personal beliefs and styles. Many good resources and references are provided for that purpose.

Affective education is an exciting and an important area of education and may require a strong commitment and a reordering of priorities in your existing program. It is hopeful that this manual will greatly assist in the successful development of a comprehensive program of affective education.

CHAPTER I.

FORMAL STRUCTURED ACTIVITIES

Program Awareness

What is a Formal Structured Activity? A formal structured activity is designed to assist students in developing a vocabulary and an understanding of the content and concepts related to self-actualization and to human relations. This strategy provides the "informational" element of an effective affective education program. Formal structured activities fall into the following five major subject areas:

(1) Group process

(2) Problem solving

(3) Self-concept

(4) Human relations

(5) Personal growth.

Group process assists students in increasing their awareness and understanding of the skills and procedures related to functioning in groups. Group process should be concerned with such areas as trusting, openness, communication, group roles and goals, and leadership. Problem solving steps, skills, and procedures are also suggested as a major area of concern. The problem solving steps, skills and procedures that are learned should greatly enhance the operation of other affective education strategies. *Problem solving* activities usually promote student commitment to the formal structured activities and provide insight into the relevance of the total affective education program. Contained in the subject area of *self-concept* are

activities which look at who we are, why we think, believe, feel and behave as we do. This is an important subject area in the program and much time and effort should be spent on this topic. Knowledge and skills in *human relations* is an area which deals with such subjects as respect, prejudice, and love. Also, the ability to understand and to manage human conflict should be stressed. The last subject area, *personal growth*, is designed to take the new awareness and the new skills developed as a result of the experiences in the total affective education program and design a plan for change, for growth.

Why Use Formal Structured Activities? Although formal structured activities are probably not the most effective strategy for directly facilitating major growth in the affective domain, they are a very important prerequisite and are indirectly necessary for the success of the total program. Just like basic mathematics, reading skills and occupational related knowledge must be learned in order to be a secretary, a sales person, or a medical assistant--a vocabulary and an understanding of the content and concepts related to self-actualization and human relations are necessary to achieve growth in the affective domain.

When Do You Use Formal Structured Activities? Formal structured activities should be used in both: (1) regularly scheduled, and (2) unscheduled ways. Regularly scheduled activities may be presented once a week for approximately 45 minutes to an hour and a half each week. Unscheduled activities are used when a problem or concern spontaneously arises out of your regular program activities. Once you become familiar with many activities, their objectives, and how to present them, you can apply these strategies whenever the time seems right (the teachable moment).

Program Elements

There are many useful and well-developed texts presenting many different structured formal activities related to affective education. These resources should be utilized in developing new activities; however, it is suggested that the ideas and the material obtained from these resources be developed and structured to the format represented below:

I. *Title*
II. *Goals and Objectives*
III. *Supportive Subject Matter*
IV. *Process Instructions*
  A. *Introduction/Warm-Up*
  B. *Content Discussion*
  C. *Content Lecturette*
  D. *Content Experience*
  E. *Content and Experience Discussion*
  F. *Wrap-Up/Evaluation*
V. *Size of Group*
VI. *Time Needed*
VII. *Equipment Needed*
VIII. *Materials Needed*
IX. *Handouts, Tests, Worksheets, etc.*
X. *Physical Setting*
XI. *Preparation*
XII. *Activity Variation References*

Goals and Objectives. Goals and objectives should be stated at the beginning of each activity. Almost all activities should attend to goals and objectives in the following four areas:

(1) Information (knowledge, vocabulary, etc.)

(2) Behavior (manipulation, performance, etc.)

(3) Attitude (perceptions, feelings, needs, etc.)

(4) Group process (environment, atmosphere, mood, etc.)

Care should be exercised not to utilize activities where the goals and objectives of the activity are not in line with the needs of the participants. For example, if the participants are already aware of the importance of self-concept, how to develop positive self-concept, and the implications of positive self-concept, it would not be an efficient use of time to present the activities on self-concept. Therefore, accurate assessment of group needs is critical to the success of your program.

Supportive Subject Matter. Each formal activity should contain supportive subject matter and information necessary to develop an adequate lecturette or mini-lecture. In many cases, handout materials which summarize and outline the subject matter of that activity should also be made available to be used as a student handout. Related subject matter should be kept to a minimum and should be limited to only that information which can be supported by the activity. Additional information may take away from the effectiveness of the program.

The following are some sample themes or topics which may be used in the development of your program:

1. Group Process:

Trust
Unconditional positive regard
Cooperation
Openess
Individual vs. Group Goals
Group Roles
Team Building
Communication
Leadership
Group Decision Making

3. Self Concept:

Self-esteem
Self-awareness
Sensory
Fantasy
Drives and Needs
Values Clarification
Defense Mechanisms
Perceptions

2. Problem Solving:

Identifying and defining
Data gathering
Analyzing causes
Proposing alternatives
Planning action steps
Evaluation and follow-up

4. Human Relations:

Prejudice
Respect
Male-Female roles
Relationships
Love
Helper-Helpee
Conflict Resolution

5. Personal Growth:

Time management
Habits
Self-tabulation and records
Pacing
Reinforcement
Counterconditioning
Goal setting
Self-discipline
Achievement strategies

Process Instructions. Process instructions should be well developed to provide the needed direction for presenting activities. Procedures, timing, and sequencing are critical to the success of any activity. Because of its critical nature, information concerning processing will be treated in depth in the section "Process Instructions" of this chapter on page I-7.

Size of Group. Most activities will be developed for groups of 15 to 25 participants; however, combining or dividing classes may be helpful. Consider the number of participants carefully in your planning.

Time Needed. The time allowed for activities should be 45 minutes to an hour and a half; however, the restriction of activities to a predetermined time block for maximum success is very difficult. Not knowing the skills and the attitudes of the participants makes determining the exact time needed very difficult; therefore, the teacher will have to be aware of these varying factors and vary the time accordingly.

Equipment Needed. A list of equipment and materials (audio-visual equipment, tables, chairs, films, etc.,) should be predetermined and listed for each activity. Nothing interrupts a formal structured activity any more than not being adequately prepared.

Supplies and Materials Needed. A list of supplies and materials needed for the activities should be developed ahead of time allowing for the time necessary to order and obtain the supplies and materials. Having adequate supplies and materials is very important to the ultimate success of your program.

Handouts, Transparency Masters, Forms, Etc. Handouts, transparency masters, and forms needed to support the mini-lectures, discussions, and activities should be prepared. Enough time should be allowed for this preparation. Listing these items will assist you in adequately preparing for the activity.

Physical Setting Requirements. Frequently, far too little attention is paid to the importance and the implications of the physical setting of the activity. The ability for participant movement, ease of eye contact with the teacher and other participants, sound, temperature, and lighting control, etc., is a must in presenting effective programs.

Preparation. Instructions should be developed concerning the necessary preparation needed prior to the activity. This section may contain such instructions as:

(1) Needed teacher skills

(2) Supportive teacher attitudes

(3) Materials and resources available

(4) Knowledge and experiences needed

(5) Handouts, transparancies, and evaluation materials needed.

The information developed need not be all inclusive but should try to communicate the most important preparations needed--anything worth doing is worth doing well.

Activity Variation References. Activity variation referernces should be identified which would allow the program and the teacher additional flexibility in the amount of time devoted to affective education programs. Additional variations should also provide options and alternatives to the teacher which may more closely meet the needs of the participants involved.

Developing and structuring formal structured activities to the above format will assist the educator in successfully utilizing the strategy and in sharing with other educators.

A formal structured activity model is presented in Appendix A.

Process Instructions

In implementing and leading a formal structured activity strategy, you should acquire the information and knowledge needed to successfully facilitate the program. Additional information and knowledge is always helpful in having a successful program. Bibliographies of textbooks and other related literature are supplied throughout and in the back section of this manual. Additional reading should prove very helpful to the teacher. It is critical to the success of the program that the teacher understand how people grow, develop, and change. The knowledge of this process is critical in the structuring and in the presentation of successful programs.

The teacher should also develop the necessary skills for presenting affective education programs. Since there are few good courses or programs readily available which teach the facilitation of affective education programs the teacher will probably have to find alternative ways of developing his skills. It is recommended that the teacher, new to the area of affective education, co-facilitate these activities or similar activities with an experienced teacher. Having another person observe and react to your program should prove to be very helpful in up-grading your program. Observing and/or participating in other affective education activities will also be very helpful.

The teacher's attitudes, biases, defense mechanisms, feelings, and values should be the *major focus* of his personal and professional development. It is inconceivable to think that a teacher with a high degree of insecurity could assist young students in gaining self-confidence. Many times teachers are unaware of their own feelings and attitudes that get in the way of communication and of their potential for success in an affective education program. Group therapy is highly recommended as an in-service program for teachers who are serious about affective education.

The teacher must be fully aware of the objectives and the purposes of the program being presented and must keep this in line with the feelings, the attitudes, and the expectations of the participants. Know your students!

The formal structured activity process can be looked at in seven major areas:

(1) Introduction and warm-up

(2) Content discussion

(3) Content lecturette (mini-lecture)

(4) Content experience

(5) Content experience discussion

(6) Wrap-Up/Evaluation

(7) Activity follow-up.

Introduction/Warm-Up. Many times participants need an activity which will help them transcend from their day-to-day activities to an affective education program. It is extremely important to provide a warm-up, an ice-breaker and/or a readiness activity (if needed) which will help the participants make this transition. It is always good when the warm-up activity can have a direct relationship to the subject matter and to the goals and objectives of the activity; however, the primary purpose of a warm-up is to help the students be ready for the growth and development. If some of the participants are still thinking about last night's date or basketball game, they are not ready for learning.

The introduction section should also include making sure that the participants are aware of the goals and objectives of the activity. Participants should also be made aware of assumptions that the teacher has made prior to the activity. Assumptions, such as those reflected as a result of the participants prior knowledge and feelings, are also important to verify before beginning your program.

Content Discussion. In the content discussion section of the process, techniques are used to increase the participants' readiness, commitment, and openness to learning and growth. One technique which is frequently

used is to ask the participant to write down a definition, a statement, or a paragraph about the content or subject that the teacher wishes to present. This can be followed up by a sharing and a discussion of the written responses. Many times the teacher will have a series of questions prepared to stimulate further discussion. The teacher should also develop some standard questions and/or responses which will produce more in-depth discussion. Such responses might be: "could you expand on that answer?" or "could you clarify your point a little further?" or "does the rest of the class agree with what John has just said?", etc. This approach plays a major role in assisting all the participants in becoming involved in the content prior to the mini-lecture or content presentation. Many times mini-lectures are not necessary if discussion has gone well. In some cases, the participants will supply all the content necessary. If not, the content discussion should be followed by a mini-lecture or content lecturette. It is of major importance, at this point, that the teacher not criticize or correct any participant's responses or ideas--verbally or non-verbally. To do so may defeat the goal of this part of the process. The participant may feel dumb and/or humilated and may not feel as strong a commitment to participate in and learn from the activity.

Content Lecturette. The content lecturette or mini-lecture is a short, concise presentation of content which will support the goals and objectives of the activity. Care should be taken not to overlecture or to present more information than you can support with a "content experience." Content lecturettes should be well planned, presented with enthusiasm, and have strong support of audio-visual aids, handouts, etc. The content lecturette usually should precede the content experience.

Content Experience. The content experience is a major part of an effective formal structured activity. The information and the experience presented together, seem to be necessary for learning, growth, and development. An example of this critical combination would be represented by a program on communication which concludes:

> *Not only is it important to talk about and discuss the importance of hearing and the "content" of what people say, but it is equally important to experience an activity which demonstrates that importance to the participants. An activity which could support that concept is one in which the participants, while being involved in a group discussion, would have to paraphrase, to the previous speaker's satisfaction, the content and the meaning of what the speaker was trying to say. This paraphrasing would have to be done to the speaker's satisfaction before the next person would be allowed to state his opinion or make his comments.*

Content experience may include such activities as role playing, simulations, fantasy trips, etc.

Experience and Content Discussion. This section is the most critical section of the formal structured activity. This is usually the section in which the most growth, change, and learning occurs in the participants. This is the time when your skills of relating the content to the experience and demonstrating to the participants the relationship of the two are of major importance. It is also the time when the teacher should take this new realization of the participants and help them relate it to their day-to day living skills.

Wrap-Up/Evaluation. This portion of the process should be allotted to summing up and evaluating the results of the activity. It is critical for the participants to begin to feel not only a responsibility, but also a sincere desire to give feedback and to evaluate the program based on

their needs, perceptions and feelings. The teacher must allow time and make an honest attempt to hear and to respond to the participants' feedback and evaluation. Each activity may include tests, quizzes, or an evaluation. Evaluation criteria and procedures for measuring success for the total program will be discussed in detail in Chapter V of this manual.

Activity Follow-Up. The teacher should take the time immediately following the activity to evaluate, review, and draw conclusions about the results of the activity in relation to the stated goals and objectives. This is also the best time for observers to give feedback to the teacher concerning the success of the activity.

Processing affective education is a very critical and a very complicated part of the total program. The teacher should always be reevaluating, reassessing, and redeveloping his skills, knowledge and his attitude in order to achieve the best results possible.

This chapter has presented an approach to satisfy the "informational" element of a comprehensive affective education program. The teacher should always be concerned with this important element regardless of what approach is used.

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Bloomington, Minnesota 55917
(612) 831-1344

Unit Cost: $4.50

Ford, George A. and Lippitt, Gordon L. PLANNING YOUR FUTURE - A WORKBOOK FOR PERSONAL GOAL SETTING, California, University Associates, Inc., 1972

University Assocaites, Inc.
7596 Eads Avenue
LaJolla, California 92037
(714) 454-8821

Unit Cost: $6.00

Howe, Leland and Kirschenbaum, Howard and Simon, Sidney. VALUES CLARIFICATION, A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. New York, Hart Publishing Co., Inc., 1972

Hart Publishing Company
15 West Fourth Street
New York, New York 10012
(212) 260-2430

Unit Cost: $4.95

Jones, John and Pfeiffer, William. A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, VOLUMES I-VI, California, University Associates Publishers and Consultants, 1961.

University Assocaites, Inc.
7596 Eads Avenue
LaJolla, California 92037
(714) 454-8821

Unit Cost: $5.00

Maier, Norman and Solem, Allen and Maier, Ayesha. THE ROLE-PLAY TECHNIQUE, California, University Assocaites, 1975.

University Associates
7596 Eads Avenue
LaJolla, California 92031
(714) 454-8821

Unit Cost: $7.00

Reichert, Richard. SELF-AWARENESS THROUGH GROUP DYNAMICS, Pflaum/Standard, Ohio, 1970.

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402
(513) 294-3636 (Cincinnati)

Unit Cost: $2.25

Vallett, Robert. SELF ACTUALIZATION, Illinois, Argus Communications, 1974.

Arugs Communications
Niles, Illinois 60648
(312) 647-7339

Unit Cost: $3.95

CHAPTER II
STUDENT ORGANIZATION

Program Awareness

What is a student organization? A student organization is designed to integrate the principles of obtaining student growth and development in the affective domain into your regular on-going program activities. This strategy provides the "experiential" element of an effective affective education program. Student organizations usually fall into either the category of "work-type" or club-type." A work-type organization concerns itself mainly with the operation and management of the total program while the club-type is designed to facilitate students joining together officially in an effort to realize and satisfy their common needs and goals.

Why use a student organization? The major objectives of this strategy are to develop, within the class and the individual, a positive group identity, commonality of purpose and group cohesiveness. Student organizations assist students in developing appropriate work attitudes, social skills, leadership skills and citizenship skills. Once the student organization is integrated into your regular on-going program, it becomes the "laboratory" for students to experience the content, concepts and vocabulary like those presented in the "formal structured activities" (related information) portion of your affective education program.

When do you use a student organization? The student organization (work-type) strategy should be implemented as soon as possible and operate throughout the total year. It is suggested that the student organization

(club-type) strategy be structured so that the individual class clubs would meet once every two weeks for approximately 30 minutes to 45 minutes. Individual situations and circumstances may dictate different schedules. Also, additional activities outside of the individual class club may be developed and/or generated as a result of the individual class club meetings and as a result of the development of the schoolwide club. Many students may also attend non-local activities.

Work-Type

In a student organization (work-type) program, students will assist in the program's instructional process, planning, grading, curriculum development, and student management. Students can not only greatly assist you in the teaching responsibilities but can have an opportunity to participate in situations common to working and to life which will in turn provide an "experiential" base which can be used to promote growth and development in the affective domain. Students will begin to understand and grow in those areas of working and life by working through organizational problems and situations while under the careful supervision and guidance of the teacher. This supervision and guidance is paramount to the program's success. Students will have to be assisted in working through such program operation problems as unfair grading or lack of adequate student responsibility while occupying an important "*Student Organization*" role, etc. For example, if students, who are requested to grade the daily performance of other students, grade according to who they like as opposed to how other students performed, the instructor will then have to assist the student in understanding why he should grade fairly according to performance and not friendship. This process can take a lot of the teacher's time and effort--time and effort

which formally may have been directed toward the development of cognitive (occupational related) and/or psychomotor (manipulative skills); however, this time, and effort must be spent if we really want to make change in the affective domain. Another example is an activity like class competition which can become a growing experience for everyone but only if both winning and losing situations are discussed, analyzed, and dealt with in a constructive and healthy manner. Too many times a tremendous amount of time and energy is spent setting up and preparing for competition and its winners but little time is spent with so called losers and losing. To be a good learning experience, this situation and situations like it have to be changed.

In developing a student organization, the first elements that have to be determined are the organizational roles, organizational structure and the student role, duties, and responsibilities. In selecting roles for your student organization, you should try, as much as possible, to select the roles that would most often be found in the business or industry related to your program area. Also the criteria for selecting roles should include whether or not that role can become a useful and functioning role in your classroom setting. Roles for roles sake can be very destructive to the successful operation of a student organization. Roles should fall into the following two areas:

(1) Roles which assist in program management

(2) Roles which simulate those in the world of work.

The following is a list of role descriptors which are used in many student organizations:

Chairman of the Board
Superintendent
Assistant Superintendent
Manager
Assistant Manager
Supervisor
Project Leader
Quality Controller
Association Representative
Inspector

Sales Person	Public Relations
Director	Worker
Assistant Director	Operator
President	Committeeperson
Vice President	Coordinator
Foreman	Aide
Lead Person	Maintenance
Consultant	Safety
Steward	Labor Relations
Customer Service	

A student organizational structure which clearly communicates the relationships between the roles should also be developed and communicated graphically (see sample Student Organization Structure, Appendix B). The student organization structure may or may not include those roles found in youth club organizations.

Criteria relating to the term of the Student Organization roles and how those roles are filled should be clearly and specifically spelled out (see sample Student Organization Duties and Responsibilities, Appendix B). This criteria should reflect as many types of work and life situations as possible. Attention should be given to roles which illustrate roles students are appointed to, selected to and elected to. The following is a sample of the term criteria for a role in a typical business and office education program student organization:

OFFICE MANAGER:

> *Term: Six weeks--appointed by the instructor for the first six week period. The next five office managers will be selected for the position by having the highest grade point at the completion of the preceding six week grading period. No student can serve as office manager for more than one six week period.*

The next major concern in developing and implementing a student organization is the determination of the activities and procedures of that

organization. These activities and procedures should be specifically identified and spelled out in order that they may be communicated to the students. Much time and effort may have to be spent in communicating and in assisting students in the understanding of the student organization activities and procedures. If the student organization is to work, a very sophisticated and well-planned training and in-service program must be developed and implemented in order to assure the program's success.

The following is a list of activities and procedures common to many student organizations:

- daily routine
- evaluation and testing
- grievances and due process
- insubordination and inappropriate behavior management
- clean-up and maintenance
- requisitioning & ordering
- first aid
- fire and tornado
- inspection and quality control
- collective bargaining
- check-out and inventory
- laboratory and classroom meetings
- committees
- training and in-service
- practice and drills
- research and exploration
- *grading and attendance
- management and leadership
- policy and planning
- safety
- rights and responsibilities
- time and motion study

*A sample student organization grading and attendance policy is illustrated in Appendix B.

In summary, developing a good work-type student organization should include the following

1. Determine organizational roles
2. Develop organizational structures and role relationships
3. Determine organizational role duties and responsibilities
4. Develop term criteria
5. Determine activities and procedures
6. Develop training and in-service programs.

Club-Type

In a student organization (club-type) program, experiences are provided to help students develop the knowledge, attitudes, and skills needed for social and occupational success. The club-type student organization can serve to motivate and stimulate student learning in the total program. Club activities add a spark of interest, encourage students to supplement classroom knowledge, and help provide a desirable atmosphere for learning. New enthusiasm and a zest for learning have been a recognized result of a successful and a well-organized club. A student organization club-type program is an integral part of the total program's curriculum and should not be considered extra-curricular.

The following objectives illustrate typical goals of club-type student organizations:*

- Improve and maintain their feelings of self-esteem
- Better understand their own behavior and their problems
- Develop pride in their chosen occupation and in vocational education
- Learn the value of education in terms of living a healthy, productive life
- Find their role in society--their responsibilities to home, community, and nation
- Understand the democratic system and the responsibility of each person in maintaining that system
- Appreciate the values of their peers, parents, and society
- Develop a feeling of cooperation, brotherhood, and goodwill toward others

*DEVELOP A PERSONAL PHILOSOPHY CONCERNING STUDENT VOCATIONAL ORGANIZATIONS, Module H-1 of the Professional Teacher Education Module Series, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977, In press.

- Understand the role and the importance of America's workers and take pride in belonging to the American work force
- Accept the need to conserve human and natural resources
- Develop leadership skills in public speaking and in parliamentary procedure.

It is of major importance, in the development of club-type organizations, that the teacher develop a philosophy and a rationale for the organization and to develop a knowledge of how to implement the program. If the teacher does not have a sound philosophical base and the skills of program implementation, it will be very unlikely that a comprehensive, effective, club-type student organization will be developed. The following represents a number of different ways a student organization (club-type) can benefit students:*

(1) The organization provides a variety of activities so that every student can participate in a stimulating, challenging endeavor that gives him/her a sense of accomplishment and pride.

(2) Participation in the organization gives students practice in working together as a team. They learn to develop a sense of pride in each other, as well as in themselves. Students learn to praise each other and to accept praise in turn by their peers.

(3) The advisor of the organization and other vocational teachers get to know students on a personal basis through youth activities. The extended relationship benefits students in two ways: (1) students have an opportunity to relate to teachers as friends, and to find the acceptance and respect they need from adults; and (2) students learn from the teacher's example, the values, beliefs, and attitudes toward their work in the organization that they will later apply to their work in an occupation.

(4) Through the organization, students meet others that they identify with or admire. In striving to become like those they meet through the organization, students realize worthwhile personal objectives.

*Ibid.

(5) The organization provides recreational and social activities that encourage students to develop wholesome relationships with others and desirable social skills.

(6) Through the example of moral and ethical behavior which the advisor and other teachers in the organization set, students develop their own moral and ethical standards. As they begin to take more and more pride in the organization, they grow increasingly aware of the benefits of other social organizations which have similar values.

(7) The organization is built on democratic principles so that students have an important voice in the organization. Conflicts which arise between students and adults can be resolved in an orderly, democratic manner. The control that students have over the organization minimizes their feelings of rebellion against rules and authority.

(8) Students learn that the advisor, other teachers, and school officials are eager to help them accomplish their objectives, rather than being authority figures who stand in their way.

(9) Students learn that their ideas and plans are important as they see them realized through the organization.

A sound philosophy is not enough; however, there are certain steps which must be taken in establishing the (club-type) student organization.

The teacher must be prepared to:*

(1) Gain administrative approval for establishing the student vocational organization

(2) Communicate with the state department of education responsible for vocational youth organizations

(3) Create student interest in the organization

(4) Communicate with parents and community

(5) Conduct organizational meetings

(6) Orient students to the organization

(7) Develop a constitution and by-laws

(8) Affiliate with state and national organizations.

*ESTABLISH A STUDENT VOCATIONAL ORGANIZATION, Module H-2, of The Professional Teacher Education Module Series, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977, In press.

Also included in the successful operation of a (club-type) student organization is the preparation of students for leadership roles. It is up to the instructor to involve every student in some type of leadership activity. Having all your students join the organization is not enough. Joining will not automatically change a reluctant learner into a hardworking student, nor an introvert into a dynamic learner. The value of these leadership activities can be partially determined by the extent to which it creates an improved belief in "self". The following is a list of instructor responsibilities for preparing students for leadership roles:*

(1) Assisting in the election and installation of officers

(2) Conducting leadership training sessions for officers and committee chairpersons

(3) Assisting students advancing within available degrees

(4) Sending student representatives to non-local activities.

For most students, club activities can be very exciting--car washes, skating parties, skill contests, leadership camp, field trips, and community service campaigns are likely to have a lasting effect on students. Well-selected activities can guide students toward academic excellence, wholesome social experiences, and can give young people an opportunity to be productive members of the community. Students should be fully involved in selecting and planning these activites. Inherent in that process is the construction of a calendar of events, development of a school budget, and planning ways and means for the generation of funds to support the program's activities.

*PREPARE STUDENT VOCATIONAL ORGANIZATION MEMBERS FOR LEADERSHIP ROLES, Module H-3, of The Professional Teacher Education Module Series, The Center for VocationalEducation, The Ohio State University, Columbus, Ohio, 1977, In press.

Behind every successful club is an enthusiastic, well-prepared and organized teacher who is capable of motivating students. The instructor must be capable of directing and leading the identified program activities to their completion. Teachers must be ever-conscious and constantly aware of his or her supervisory and management techniques to insure that the club is functioning smoothly and efficiently.

Competitive events, contests, achievement programs, leadership workshops, and recognition activities are an example of activities that stimulate and motivate students. Skills and excellence are recognized and encouraged in our society. Therefore, these types of activities provide opportunities for students to deal with related problems. The teacher must be prepared to develop and implement activities that will provide students with these experiences. The instructors must also understand how to use these activities to promote student growth.

In summary, developing a good club-type student organization should include the following

(1) Develop a personal philosophy concerning student vocational organizations

(2) Establish a student vocational organization

(3) Prepare student vocational organization members for leadership roles

(4) Assist student vocational organization members in developing and financing a yearly program of activities

(5) Supervise activities of the student vocational organization

(6) Guide participation in student vocational organization contests and achievement programs.

Many of the ideas and concepts for the club-type student organization were obtained from the performance-based professional vocational teacher

education modules developed by The Center for Vocational Education, The Ohio State University. These materials are highly recommended as a resource for your further development.

This chapter has presented an approach to satisfy the "experiential" element of a comprehensive affective education program. The teacher should always be concerned with this important element regardless of what approach is used.

Resource Materials

ASSIST STUDENTS IN DEVELOPING SELF-DISCIPLINE, Module E-7 of category E - Instructional Management, Ohio, The Center for Vocational Education, The Ohio State University, 1977.

American Association for Vocational Instructional Materials
120 Engineering Center
Athens, Georgia 30602
(404) 542-2586

*Unit Cost: $2.00**

DIRECT STUDENTS IN INSTRUCTING OTHER STUDENTS, Module C-4 of category C - Instructional Execution, The Center for Vocational Education, The Ohio State University, 1977.

American Association for Vocational Instructional Materials
120 Engineering Center
Athens, Georgia 30602
(404) 542-2586

*Unit Cost: $2.00**

EMPLOY SIMULATION TECHNIQUES, Module C-5 of category C - Instructional Execution, The Center for Vocational Education, The Ohio State University, 1977.

American Association for Vocational Instructional Materials
120 Engineering Center
Athens, Georgia 30602
(404) 542-2586

*Unit Cost: $2.00**

Professional Vocational Teacher Education Modules Series category H - Student Vocational Organizations.

- DEVELOP A PERSONAL PHILOSOPHY CONCERNING STUDENT VOCATIONAL ORGANIZATIONS, 1977.
- ESTABLISH A STUDENT VOCATIONAL ORGANIZATION, 1977.
- ASSIST STUDENT VOCATIONAL EDUCATION MEMBERS IN DEVELOPING AND FINANCING A YEARLY PROGRAM OF ACTIVITIES, 1977.
- PREPARE STUDENT VOCATIONAL ORGANIZATION MEMBERS FOR LEADERSHIP ROLES, 1977.
- SUPERVISE ACTIVITIES OF THE STUDENT VOCATIONAL ORGANIZATION, 1977.
- GUIDE PARTICIPATION IN STUDENT VOCATIONAL ORGANIZATION, 1977.

American Assocaition for Vocational Instructional Materials
120 Engineering Center
Athens, Georgia 30602
(404) 542-2586

*Unit Cost: $2.00**

**Estimated cost.*

TRADE AND INDUSTRIAL EDUCATION SERVICE, ORGANIZING AND USING SHOP PERSONNEL SYSTEMS, Study Guide 23, Ohio, Division of Vocational Education, State Department of Education.

Instructional Materials Laboratory
Trade and Industrial Education
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Unit Cost: .25

CHAPTER III
CLASSROOM/LABORATORY MEETINGS

The classroom/laboratory meeting is a strategy designed to take the information, awareness, and experiences students have and help them to make it more meaningful and more useful. Relationships to their life, as they see it, are stressed. This strategy provides the "processing" element of an effective affective education program. A classroom/laboratory meeting may be seen as falling into the following three major types: (1) Developmental, (2) Open, and (3) Problem Solving (scheduled and unscheduled).

Developmental Meetings

What are Developmental Meetings and When Do You Use Them? A developmental meeting is designed to facilitate the process of students sharing, analyzing, and relating. This process is structured to deal with affective education related subjects sequentially. These subjects are divided into three major topical categories: (1) Awareness, (2) Self-Confidence, and (3) Human Relations. These three categories are presented as sequential topics which are theory-based on the principles of human development. The following is a sample of topics related to the three major categories.*

AWARENESS

- *Things I like*
- *A bad dream I had*
- *How I feel when I wear Old clothes*
- *How I feel in the dark*
- *The most fun I ever had*
- *Something I want*
- *Individual differences in trusting*
- *What animal would I want to be*
- *When I was most afraid*
- *My greatest fear*
- *A feeling I do not understand*
- *Who am I*
- *How I feel when I am left out*

*Jensen, John, HUMAN DEVELOPMENT PROGRAM FOR INSTITUTIONALIZED TEENAGERS, California, Human Development Institute, 1973, Page 127-133.

SELF-CONFIDENCE

- *Something that made me feel powerful*
- *Things that I do best*
- *How I learn*
- *What I am proud of*
- *The thing I could not get*
- *The activity I can do best*
- *How I am trying to change*
- *What I did that I knew I should not have done*
- *What I was surprised to know I could do*
- *About failing*

HUMAN RELATIONS

- *A time when I needed someone*
- *My first girl or boy friend*
- *The way I feel when others get mad*
- *The way I feel when others are sad*
- *I did something no one liked*
- *The last time I helped someone*
- *Someone who hates me*
- *Someone who loves me*
- *How other people see me*
- *How could I change for people to like me better*
- *Something you have that I approve of*
- *Something that a particular person did that he wanted me to approve of*

Developmental meetings are generally presented by having 8 to 12 participants seated in a circle for approximately 15 to 30 minutes, 3 days per week. Usually Mondays, Wednesdays, and Fridays are the best days of the week for operating the developmental meetings with the sessions convening at the beginning or at the end of the occupational training program's related period. The meeting concentrates on emotional and social development and gives students a chance to become involved and to communicate in a safe and accepting atmosphere. Students are never coersed or confronted and are given the opportunity to share their thoughts and their feelings. Developmental meetings are structured to guide and enhance the quality of human interaction through a carefully articulated communication system.

Why Use Developmental Meetings? Developmental meetings assist students in meeting their needs for attention, approval, appreciation, and the need to be listened to. The meetings are structured to allow students to listen and give attention to each other. As a result of these meetings, students learn the ability to articulate, listen, reflect, and relate to situations, topics, and to feelings that are "here and now." It can also

help young people to emphasize and gain tolerance for other people in order that they themselves may live happier, healthier, more successful lives.

The three major topical categories deal with increasing student awareness, self-confidence, and ability to better understand and relate to other human beings. Increasing a student's self-awareness is very important. The following statements entitled "Realities of Human Behavior" written by Lilburn S. Barksdale in 1973, in his book "Building Self-Esteem," helps illustrate the role that self-awareness plays in affective education.

1. *Every human act is a response to a personal need. Thus if we are to change our behavior, we must deal with our needs.*

2. *Our basic need is to "feel good" thus true success is "feeling good," mentally, physically and emotionally.*

3. *The choice is ours. To habitually "feel good," we must be actively in charge of our own life and engaged in an endeavor genuinely meaningful to us.*

4. *The ultimate reason and basic motivation for everything we do, as determined by our awareness, is to maximize our "feel good" or to minimize our "feel bad."*

5. *We are subject neither to credit nor blame for our degree of awareness, for it simply is what it is--the automatic product of our heritage and total life experience.*

6. *We are unique in that no two people have the same awareness, and thus the same values, needs, and desires.*

7. *We can do only what our awareness motivates us to do. Thus our every choice and action is literally dictated by our prevailing awareness.*

8. *We each invariably do "what we have to do," for at the instant of decision, our awareness is absolutely fixed. Thus, regardless of how destructive or unacceptable our act, it is the best we can do at the time.*

9. *Since we can do only what our prevailing awareness dictates, neither blame, praise, nor condemnation, are ever justified, regardless of how exemplary or hurtful our acts.*

10. *We are inescapably responsible for our actions, for we benefit or suffer according to every consequence we set in motion.*

11. *Since we are unavoidably responsible for the consequences of our every act, we have the innate authority to do anything we ourselves see fit.*

12. *We cannot possibly escape paying the price demanded for our every act, for such price is determined by both the requirements and the unwanted consequences of the act.*

13. *We are not our actions--we are that which acts. Our actions are but the means determined by our awareness for fulfilling our needs. Any fault must therefore lie not in us, but in our limited awareness.*

14. *Since we are not our actions we cannot prove our worth by our achievements. We can only demonstrate our awareness.*

15. *We are not our awareness for we are that which is aware. We cannot be both. Both our conduct and character are but manifestations of our state of awareness.*

16. *Since our behavior is invariably dictated by our degree of awareness, there are only wise, and unwise acts. Thus "good and evil," moral and and immoral," "fair and unfair," can be no more than descriptive terms.*

17. *It is our mistaken identification of the person with his actions and awareness that causes our dislikes, hostilities and resentments.*

18. *The only way we can possibly improve our behavior is by altering our motivation through an enhanced awareness of the ultimate costs and benefits our acts.*

19. *If so motivated, we can deliberately increase our awareness through conscientious observation and a value-free probing of our own and other's motivations.*

20. *The only limitation to our harmony, effectivity, and happiness is our limited awareness. Low self-esteem itself, is a problem of limited awareness.*

The second major topical category of self-confidence is also very important in that there is a proven relationship between self-confidence and academic achievement. Studies and observations have indicated that successful students see themselves differently from failing students. Though the data does not clearly indicate which comes first--a positive self-concept or scholastic success, a negative self-concept or scholastic failure--the studies do indicate, however, there is a strong reciprocal relationship which leads us to assume that enhancing self-confidence will have a vital influence on improving academic performance. Alexandre Dumas stated it well when he wrote the following:

A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it.

Believing in oneself as a capable human being does not mean merely acquiring knowledge, learning things, or being capable. Many people have these things without having self-confidence. The self-confident person believes himself to be confident. This attitude toward himself may depend greatly on others' attitudes toward him. A primary source of feelings about ourself is related to our role identity. A developmental meeting assists us in gaining this feeling of self-confidence through a better understanding of our roles and their importance.

The third major topical category of human relations is very important in that the ability of a person to succeed and be happy in work and in life depends on their ability to get along with other people. Developmental meetings helps the participants understand about human relationships and how they are enhanced.

All three topical categories combined together with the experience of group interaction assist the students in achieving the goals of the affective education program.

How Do You Implement Developmental Meetings: One of the major concerns in the implementation of developmental meetings is in the grouping of the students. Since it is recommended that the class be broken down into groups of 8 to 12 participants in each group and since most classes are larger than 12 students, it will be necessary to develop a plan to provide educational activities for the rest of the class while the meeting is being carried out.

On the following page, Figures 1 through 8*, illustrates eight options which would involve the rest of the class in educational activities while conducting developmental meetings. In selection any of the eight (class grouping) options, there are some important factors to consider. The teacher should try to have ten participants for each group. Seven participants for each group is definitely the lower limit. Groups that are too small will limit the students' experiences with a broad range of individuals. When the group is too large, twelve or larger, there may be an attention span problem.

The teacher may have to operate the developmental meetings separate from the other activities with assistance from others. This also may require utilizing different seating arrangements which would involve the total class functioning in one area. All eight options (illustrated in Figure 1) recommend the utilization of an assistant. The following list represents some suggestions for possible developmental meeting assistants:

- Counselor
- Educational or teacher aide
- Curriculum coordinator
- School volunteers
- Administrators
- Other teachers
- Student leaders.

Utilizing student leaders may be one of the best options in eliminating the problems related to class grouping. Once the instructor and the class becomes comfortable with the developmental meeting and with each other, it is recommended that some students be given the chance to experience leadership. Students are likely to find the responsibility, as adults, for getting

*Ball, Geraldine, HUMAN DEVELOPMENT PROGRAM (Magic Circle), California, Human Development Institute, 1974, Page 13-24

OPTIONS FOR CLASS GROUPING

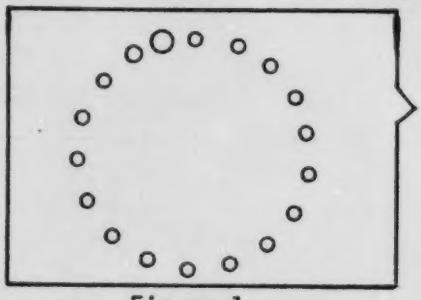

Figure 1

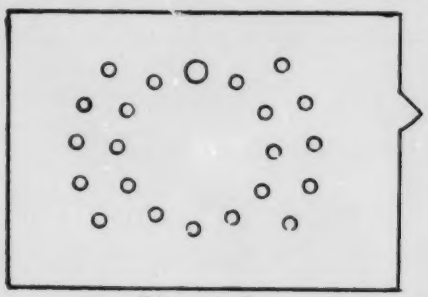

Figure 2

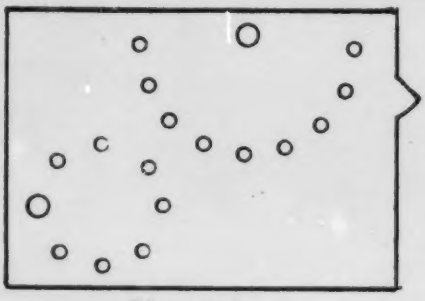

Figure 3

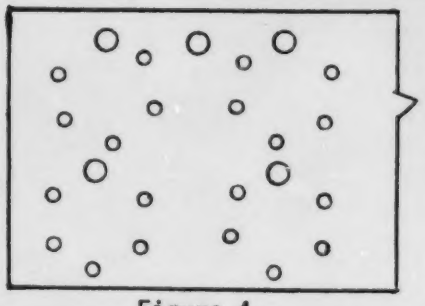

Figure 4

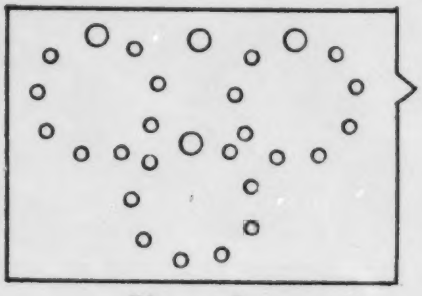

Figure 5

Figure 6

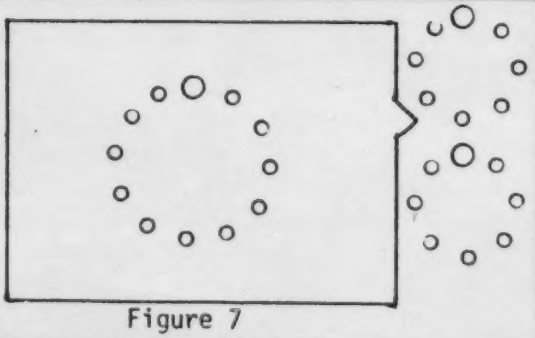

Figure 7

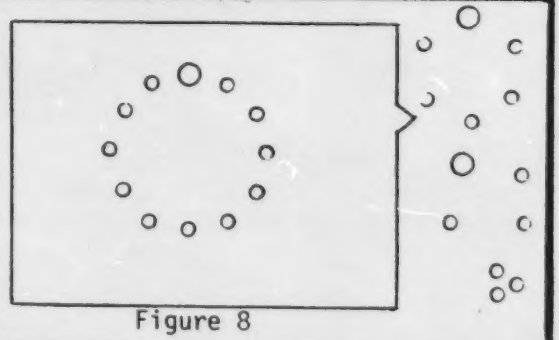

Figure 8

The larger circle may represent either the teacher or an assistant.

up in front of people and for leading group efforts a frightening experience. The experience they would receive, as a result of leading developmental meetings, would help them become more comfortable in these roles as adults. Every human being (barring those having considerably low intelligence) has leadership potential. Once students become comfortable with the procedures and are familiar with the format, then capable student leaders can be developed. The development of student leaders should start with the students leading a group in the presence of the teacher. This way the teacher can give feedback to the student and facilitate constructive feedback from the rest of the group. Before ending the meeting, the instructor may request a brief critique of the student leader by asking the group to report what they liked about the way he or she conducted the meeting. The instructor may also ask the group to suggest ways in which he or she might do a better job the next time. The instructor should not allow more than one or two comments when suggesting ways in which the student leader could change. It is also very helpful for the instructor to have an orientation session for student leader(s) prior to each meeting. In almost all cases, student leaders are surprisingly effective--in some ways, better than most adults.

The following is a list of recommendations which the instructor will need to consider in the implementation of developmental meetings:

- Arrange for equal numbers of males and females for each group (if possible)
- Arrange for heterogeneous grouping
- Suitable space for the meeting (heat, lighting, seating, etc.)
- Meeting at the same time every day
- Maintain constant group numbers and members
- Provide seating arrangement that would imply equal worth (tight circle)

- Separate severe personality problems in different groups
- Develop and communicate meeting structure and format
- Allow for the time of the day because students that are less tired are better able to relate
- Develop and prepare meeting topics and agenda (when applicable).

How Do You Lead Developmental Meetings? Leading developmental meetings is an important element in the success of this affective education strategy. Many skills need to be developed to achieve ultimate success with the program. However, there are few programs available to assist you in this development. Therefore, usually the best way to develop skills is to just try it. Having a co-facilitator is very helpful in receiving constructive feedback.

The following is a list of suggestions that a leader should consider in the facilitation of developmental meetings. The developmental meeting leader should:

(1) Explain the meeting's purpose

(2) Explain the meeting's ground rules

(3) Notice everyone with eye contact and a smile

(4) Develop a safe and accepting environment

(5) Maintain a balance between spontaneity and control

(6) Promote positive reinforcement

(7) Act as a model by being open and willing to share

(8) Become an equal in the group (as much as possible)

(9) Remove barriers to communication

(10) Seat him or herself to create desired effect

(11) Allow students to be seated where they wish, but in a tight circle

(12) Remove disruptive behavior from the group

(13) Create a sense of sharing, trust, and mutual openness

(14) Do not allow participants to be coersed, criticized, prodded or moralized

(15) Discourage distortions or the disquising of emotions or feelings

(16) Discharge unhealthy emotions in ways which are not destructive to the group.

The first step in leading a developmental meeting is to review the purposes of the meeting and the ground rules for its operation. The following ground rules apply to the developmental meeting:

(1) Each person should have a turn to speak if he or she wishes to

(2) Each group member should be allowed a minute to a minute and a half to relate to the topic

(3) Everyone should listen to the speaker without any interruptions

(4) There should be no confrontation, criticisms, or judgements of the speaker's remarks or feelings, either verbally or nonverbally

(5) Each person should also stay in their own space

(6) Disruptive behavior such as put-down remarks should not be allowed to continue.

Next, the leaders should announce the topic for that day's meeting. The students should be given a minute or two to think about the topic and then be requested to share their thoughts, ideas and feelings relating to that topic. Appreciation should be expressed to each student after he or she has participated. When all students have finished their statements, the leader may generate a discussion by asking open-ended questions. This step may be referred to as the "cognition" phase. The participants should deal with such questions as: (1) What did I learn, (2) What did I relearn, (3) What I was surprised to learn, etc. Students may ask each other questions during this phase of the session, but it is the leader's responsibility to discourage prodding, interpretation, and/or confrontation. The leader should

also tactfully bring the group back on focus when digression occurs. After the discussion has taken place, the leader should bring the session to a close. Developmental meetings should finish close to the time allotted for the activity even if a good discussion is generated. The group can always return to the subject at the next regularly scheduled session.

Open Meetings

What Are Open Meetings and When Do You Use Them? An open meeting, much like a developmental meeting, is designed to facilitate the process of students sharing, discussing, analyzing, and relating; however, any subject, concern, or feeling may be dealt with by the group. Open meetings are the cornerstone of relevant education and support the most basic form of growth and development in the affective domain. An open meeting is ideally made up of 8 to 12 participants seated in a circle for approximately 45 minutes to an hour and a half. It is suggested that the open meeting strategy be used once every week. When implemented and processed correctly, the open meeting represents the most flexible and most student-centered approach to affective education. It is also, however, one of the hardest and the most complicated processes for a teacher to handle successfully. When using the open meeting strategy, the teacher is not looking for factual answers but rather attempting to facilitate and stimulate students to think, feel, understand, and to relate. The open meeting operates on many of the principles of group therapy; but, it is designed to be preventive and educational, not therapeutic. The highlight of an open meeting is the spontaneous and unrestricted communication of ideas and feelings.

Why Use Open Meetings? Open meetings are used to create within the group the following eight developmental and growth factors:*

(1) The instillation of hope

(2) A feeling of universality

(3) The imparting of information

(4) The helping of each other

(5) A feeling of family

(6) The development of social skills

(7) The facilitation of intimate behavior

(8) The promotion of interpersonal learning.

Open meetings promote the feeling that people can change, grow, and eventually live productive and healthy lives. This is accomplished many times when students hear how other people have overcome their problems and have accomplished their goals. This positive feeling can be greatly enhanced and supported by the leader by promoting the sharing of these kinds of accomplishments and achievements. Many times students feel that they are the only ones that have the kinds of problems and feelings that they have. This feeling of isolation is removed in an open meeting where other students share similar concerns and problems. Many positive feelings are generated from this new awareness and as the feeling of universality is increased, many students release the bad feelings they have relating to their needs to be perfect.

When open meetings are led properly, students will naturally give each other constructive criticisms, suggestions, guidance, and advice about life's problems. These comments assist the participants in developing new understandings and in the learning of new information about life and living. Much of this information can be very useful in the student's growth and development.

*Yalom, Irvin D. THE THEORY AND PRACTICES OF GROUP PSYCHOTHERAPY, New York, Basic Books, Inc., 1975, Page 3-17

After a period of time, students begin to help, support and reassure each other. Many students begin to take on the responsibility for this process by adopting other members of their group. Irvin D. Yalom in his book The Theory and Practice of Group Psychotherapy shared a story about a Rabbi who had a conversation with the Lord about Heaven and Hell.

> *"I will show you Hell," said the Lord and led the Rabbi into a room in the middle of which was a very big, round table. The people sitting at it were famished and desparate. In the middle of the table there was a large pot of stew, enough and more for everyone. The smell of the stew was delicious and made the Rabbi's mouth water. The people round the table were holding spoons with very long handles. Each one found that it was just possible to reach the pot to take a spoonful of stew, but because the handle of his spoon was longer than his arm, he could not get the food back into his mouth. The Rabbi saw that their suffering was terrible. "Now I will show you Heaven," said the Lord, and they went into another room that was exactly the same as the first. There was the same big round table and the same big pot of stew. The people as before, were equipped with the same long-handled spoon--but, here they were well-nourished and plump, laughing and talking. At first, the Rabbi could not understand. "It is simple, but it requires a certain skill," said the Lord. "You see, they have learned to feed each other."*

In the open meeting, too, students receive through giving.

After several sessions, the group may begin to resemble a family in many aspects. This resemblence can assist students in those problems common to a family. At this point in their lives, many students are concerned with their relationships with members of their own families.

The somewhat controlled and structured environment of the open meeting supports and encourages the development of useful and acceptable social skills. The group offers many opportunities for accurate, interpersonal feedback from one student to another. These social skills will serve the student well in his or her future social interactions. Open meetings also provide a testing ground for intimate behavior which can facilitate the development of skills necessary in meaningful and successful friendships.

The students, through self-observation and interpersonal behavior, will become more aware of the significant aspects of themselves, including their strengths, limitations, defenses, and disruptive behaviors. The likelihood that a student will grow as a result of the new awareness is based on:

(1) The student's motivation for change

(2) The student's involvement in the group

(3) The rigidity of the student's character and interpersonal style.

Gradually, through open meetings, an adaptive spiral of growth and development is set in motion, first inside and then outside the meeting.

How Do You Implement Open Meetings? One of the major concerns in implementation of open meetings is in the grouping of the students. Since it is recommended that the class be broken down into groups of 8 to 12 participants, it will be necessary to develop a plan to provide educational activities for the rest of the class while the meeting is being carried out. Figures 9-12 illustrate four class grouping options which could involve the rest of the class in other educational activities while you are conducting open meetings. The teacher should facilitate the open meeting which should operate separate from other activities. This will require that the instructor utilize assistants to supervise these other activities. The instructor should also provide suitable meeting space and convene the meeting at the same time each week.

How Do You Lead an Open Meeting? The open meeting leader has to be involved in facilitating many group tasks using many processing techniques. The leader sometimes is deep in the interior of the group working, relating, experiencing, interacting and being influenced by the dynamics of the group; and, sometimes he or she is "mechanic-like" and tinkers around the exterior of the group, lubricating, tightening nuts and bolts, and replacing parts.

OPTIONS FOR CLASS GROUPING*

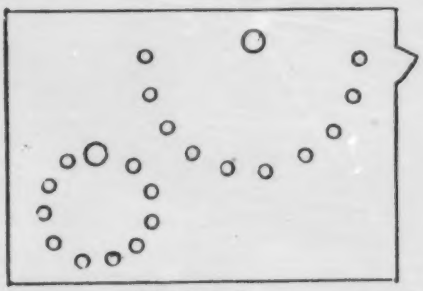

Figure 9

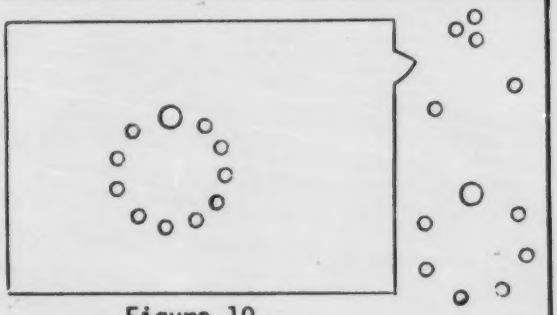

Figure 10

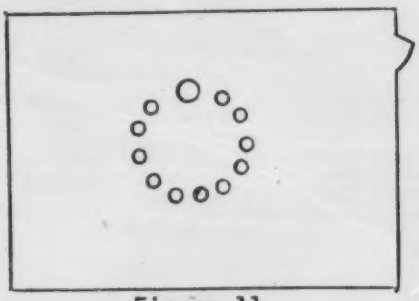

Figure 11

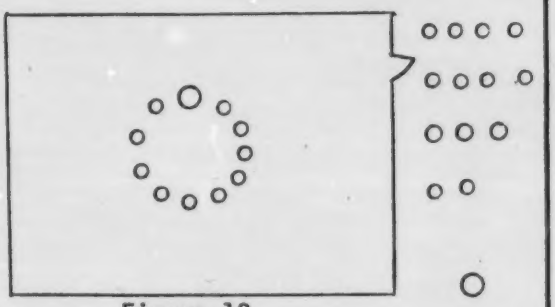

Figure 12

* The larger circle may represent either the teacher or an assistant.

The meeting leader must keep in mind, however, that underlying all consideration of task and techniques, there must be a consistent, positive relationship with all the students. Nothing else takes precedence over this.

The meeting leader has the responsibility for following three fundamental tasks:

(1) Creation and maintenance of the group as a whole group

(2) Creation and maintenance of an environment conducive to the proper types of group interactions

(3) Activation and the illumination of the here and now.

The leader's major duties in an open meeting are to:

- Create and convene the meeting
- Discourage the rejection of a student by the rest of group
- Deter any force which threatens group cohesiveness such as tardiness, subgrouping, scapegoating, etc.
- Establish a code of behavioral rules or norms which supports the eight "Development and Growth Factors" listed in the section *Why Use Open Meetings?*
- Encourage honesty and spontaneity
- Focus students on their feelings about their interactions in the group.
- Promote immediate events in the group taking precedence over events both that are current outside the meeting and in the past
- Promote the examination of the behavior which has just occurred in the group
- Focus attention on relationships with one another.

Problem Solving Meetings

What are Problem Solving Meetings and When Do You Use Them?

Problem solving meetings are designed to facilitate groups in assessing their needs and in solving their problems. These meetings can be presented by having 4 to 6 participants meet for approximately 10 to 15 minutes at the end of each day as individual groups and from 5 to 7 minutes each day as a total group. The daily problem solving meetings ideally support the operation of a (work-type) student organization. The main purpose of the daily problem solving meeting is to analyze the day's activities, work through any problems or concerns, and discuss and plan for the next day's activities.

Problem solving meetings can also be presented whenever a major class problem has been identified. Forty-five minutes to an hour and a half is usually allowed for each meeting when the class is working on a major group problem. The total group usually meets together for this type of meeting. The following steps are suggested as guidelines for the group to follow

while solving problems*:

- Identifying and defining the problem or goal
- Data gathering and collection of information
- Diagnosis and analysis of data
- Diagnosing, proposing, analyzing and deciding alternatives
- Planning action steps
- Evaluation and follow-up.

Group problem solving skills and procedures can be learned and every student in the program should share in this responsibility. Every class should be a working problem solving unit. Students should share in the responsibilities for learning and behavior. The extent to which a student feels he has control over his own destiny is the extent to which he is likely to achieve and behave in an acceptable manner.

Why Use Problem Solving Meetings? The goal of the problem solving meeting is to think and work in terms of a solution. If the problem relates to people, then the goal is not to find fault or to punish but rather to help. Often, solutions to problems are in the discussion, not in the "right answer." Many problem solving skills come from activities which help students deal with the notion of alternatives.

Problem solving meetings can help bridge the gap between school and life and can generate many subject centered questions which stimulate learning and new ideas for curriculum development. Most educators strongly believe that before teachers can successfully change attitudes and behaviors of students, the students themselves have to be involved in the process. Problem solving meetings help students become involved.

*Battelle Columbus Laboratories, HUMAN RELATIONS MODULE-PROBLEM SOLVING, Ohio, 1973, Page 23-32

Problem solving meetings are designed to identify, analyze, understand and solve individual and group problems. The skills of writing the problem statement, force-field analysis, brainstorming, strategy planning and evaluation are developed and strengthened through these meetings. Problem solving skills are the major elements of the ability of a person to manage human conflict and the ability to manage human conflict is the major ingredient to effective and successful human relationships. Problem solving skills are also a major resource needed by people to achieve--to self-actualize.

Problem solving activities assist individuals and groups in becoming constructively involved in the management and operation of program activities. A successful student organization depends on this important process.

How Do You Implement Problem Solving Meetings? In utilizing the problems solving meeting as an integral part of the (work-type) student organization and in using student leaders to handle the small group meetings, the teacher has to concentrate on providing adequate training for student leaders. Extremely important in the training of student leaders is the development of student awareness and understanding of the following:

- Steps in problem solving
- Ways in which groups make decisions
- Leadership roles and styles
- Problem solving meeting format and structure
- Student leader duties and responsibilities.

Usually (work-type) student organization problem solving meetings utilize the group structure already set up by the student organization. In most cases, (work-type) student organizations are made up of 3 or 4 groups with approximately 5 to 7 members in each group. When used in conjunction with

the student organization, the problem solving meetings become a very real and meaningful experience for the students. These meetings not only support the daily operation of the program but strongly reinforce the techniques and skills of problem solving--techniques and skills which are vitally important to the individual in his life.

Problem solving meetings can also be implemented whenever a major problem or concern becomes apparent to the class. It is suggested for this kind of meeting that the total class meet for a period of 45 minutes to an hour and a half each week until the problem has been resolved. This meeting strategy should be used on an as needed basis and as time permits.

How Do You Lead A Problem Solving Meeting? The leader's role and responsibility in leading a problem solving meeting when it is used as an integral part of the (work-type) student organization is different than the leader's role and responsibility in facilitating problem solving meetings which are directed toward solving a major class problem or concern. Student organization (work-type) problem solving meetings are usually led and directed by student leaders. Therefore, the teacher's main function is to be sure student leaders are adequately trained and are performing their duties and responsibilities.

When the problem solving meeting is being used to deal with a major class problem or concern, the instructor's major role is to help the group follow useful and constructive steps and procedures for solving class problems and in making group decisions. Three important problem solving procedures are:

- Writing a problem statement
- Forcefield analysis
- Brainstorming.

Located in the appendix D is a sample model of problem solving steps and procedures including guidelines for the above mentioned three problem solving procedures.

This chapter has presented an approach to satisfy the "processing" element of a comprehensive affective education program. The teacher should always be concerned with this important element regardless of what approach is used.

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CHAPTER IV
INSTRUCTIONAL METHODS

Instructional methods strategies utilizes the principles of growth and development in the affective domain and applies these principles to the daily instructional activities of the teacher. Within the instructional methods strategy are the following four approaches:

- Modeling
- Operant Confitioning
- Contingency Contracting
- Reality Therapy
- Establishing Norms.

All five strategies are useful instructional tools which can be used to support the three major elements (informational, experiential, and processing) of an effective affective education program.

Modeling

Modeling is a process of exhibiting attitudes, skills, and behavior which students observe and emulate. Modeling, as an instructional method, may be a conscious or an unconscious effort on the part of the theacher. Also, learning, which is acquired as a result of modeling, may also be conscious or unconscious. The following modeling diagram Figure 13 represents four situations in which modeling occurs. Modeling as a conscious instructional method is a very important and effective instructional approach for teaching skills and attitudes. For example, to teach a student how to greet a customer while employed as a clerk in a department store, the instructor may first model or demonstrate the skills and attitudes necessary to be successful in performing that task. This approach to teaching by modeling is used commonly by many educators. However, many times students learn many attitudes, skills, and behaviors from a teacher who is unaware that this unconscious process is taking

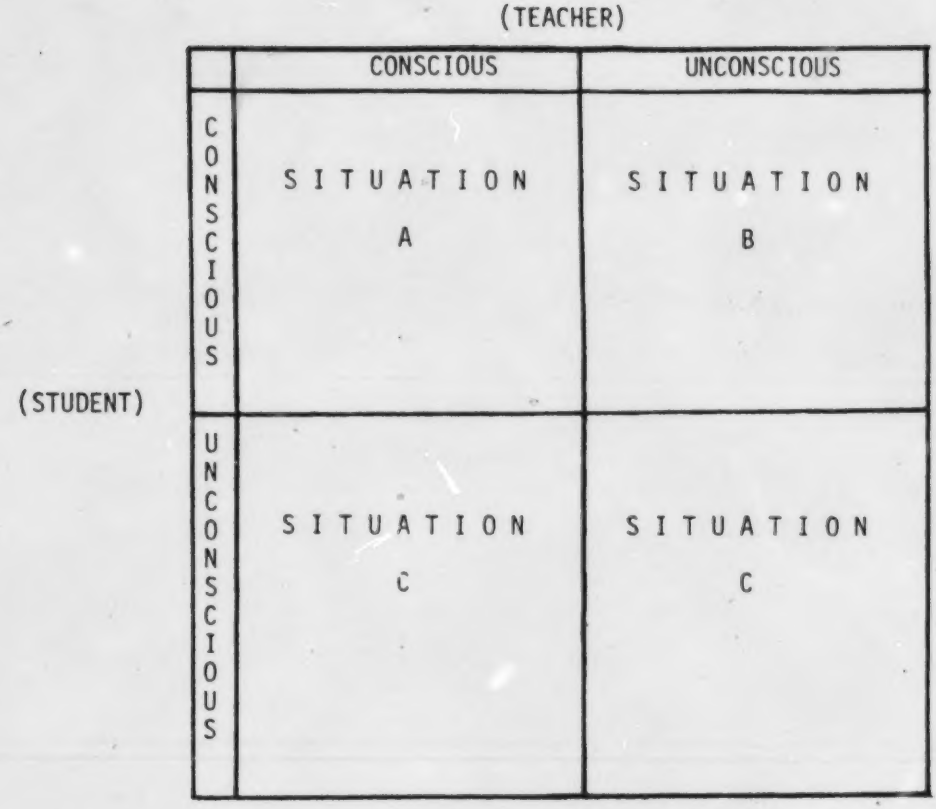

FIGURE 13. MODELING DIAGRAM

place. It is, therefore, important that the instructor be increasingly aware of his behavior and of his verbal and nonverbal communication which may be modeled by students who find him or her an attractive and an impressive person to emulate. Many times an instructor may be modeling behaviors and attitudes which he is not aware of and does not want to model. An instructor may want to assess and in some cases change his attitudes and/or behavior. To accomplish this, the teacher may request that a colleague observe him or her in the classroom with the goal of supplying feedback which may identify unconscious, unwanted attitudes and behavior.

Group therapy is also a very excellent way of becoming more aware of the way we feel, believe, and behave. It is very useful in achieving growth and development for ourselves. This growth and development, when combined with the experiences and skills gained as a result of participating in group therapy, will be one of the most beneficial activities a teacher can do to improve his or her skills in implementing and leading programs in affective education. Group therapy should not be considered as only an activity for those people who are mentally ill, getting a divorce, or people who are confronted with a major personal problem which he or she cannot handle alone. Instead, group therapy should be looked at as a highly effective educational and developmental tool--a tool which can greatly increase his or her skills of working in the affective domain of education.

Modifying Behavior

During the regular daily routine of instruction and in the implementation and operation of affective education programs, it is necessary for the teacher to influence student behavior. Control and management of student behavior and thus the group's *process*, is paramont to your total program's success. Behavior modification techniques will probably be needed more at the beginning stages of your affective education program and less later on as the program begins to have an effect.

Student behavior can be influenced by changing conditions or events which proceed or which follow the behavior. It should be emphasized that *behavior* refers to objective, observable behavior. For our purposes, we will be concerned with the changing of behavior by the changing of consequent conditions or events. Consequences or events which can change or maintain behavior are described as either positive or negative reinforcers.

A positive reinforcer is any action which is taken by the teacher to encourage students to behave in a desired way. An example of positive reinforcement would be when a student performs some desired behavior, such as giving a correct answer, and is rewarded for that behavior by the teacher. Therefore, he is more likely to repeat the behavior in the future. If the student is given further rewards consistently for that behavior, he will more readily repeat the behavior until it is eventually learned.

A negative reinforcer is any action taken by the teacher, immediately after the behavior, that discourages the repetition of that behavior. Negative reinforcement is usually something that the student does not like, does not want, or cannot have.

The following is a list of the four kinds of reinforcers:*

PRIMARY - *Primary reinforcers represent things which are necessary for life such as food, water, air, warmth, etc.*

SOCIAL - *Social reinforcers include such things as praise, attention, smile, pat on the back, a hug, etc.*

TOKEN - *Token reinforcers are items which can be exchanged for other reinforcers. Tokens may include such items as money, poker chips, points, checkmarks, etc., which can be turned in for food, activities, privileges.*

ACTIVITY REINFORCERS - *Activity reinforcers are things that students like to do when given a chance. Playing games, singing, watching TV, playing sports are examples of activity reinforcers.*

Reinforcement is normally implemented through the instructional methods of operant conditioning or contingency contracting.

OPERANT CONDITIONING

Operant conditioning is an instructional method used to change a student's behavior by changing consequent conditions following the behavior.

*Lloyd Homme, HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM, Illinois, Research Press, 1973, Page 28

By changing consequent conditions the teacher may increase, decrease, or maintain the frequency of behavior. An example of operant conditioning is that whenever a student is observed promoting the ground rules and suggested norms of classroom and laboratory meetings the instructor would highly commend the student by giving him or her a smile, a pat on the back and verbally praise the student for his or her behavior.

CONTINGENCY CONTRACTING

Contingency contracting is an instructional method which involves the making of contracts with a student or a class for a change in behavior. This change in behavior is accomplished by granting a desired reinforcer (token, or special priveleged activity) to the student after he completes the desired task or change of behavior. An example of a contingency contract is illustrated on the following page in Figure 14. The following ten basic rules, compiled by James J. Short, School Psychologist, should be considered when developing contingency contracts*:

Rule 1 - The contract payoff (reward) should be immediate.

It is important that this rule be observed early in the game when the student is just learning about contracting. It is also important that the presentation of the reinforcer be contingent only on the adequate performance of the behavior and not, for example, on the mere passage of time.

Rule 2 - Initial contracts should call for and reward small approximations.

One danger in contracting is that the requested behavior (performamce) may be too difficult for the student to perform--in which case no amount of reward will help. For example, the employer, when he is training a new employee, always has to reward approximations. If the new employee were to be rewarded only for expert performance at the start, he would never obtain the offered reward and would more than likely void the contract; that is, leave the job.

*Homme, Lloyd, HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM, Illinois, 1973, Page 38.

CONTINGENCY CONTRACT
(CARPENTRY)

WHEREAS the shop meetings held at the end of each working day are critical to the successful operation of the carpentry program laboratory; and

WHEREAS almost fifty percent of the time two or three members of the group are late to the meetings; and

WHEREAS being late causes the members to not be able to accomplish their objectives; and

WHEREAS members either do not arrive in time to benefit and support the group or have to wait for everyone to arrive; and

WHEREAS this situation is causing bad feelings about the activity and not accomplishing the group's goals; and, therefore

I agree to be on time to the shop meetings (20 minutes before the end of lab) and be ready to work on problem solving and program planning. If I am on time every day of the week, I may have one hour on Friday to work on any personal project in Carpentry I choose.

_____ _____
Signature of Teacher *Date*

_____ _____
Signature of Student *Date*

Figure 14

Rule 3 - Reward frequently with small amounts.

Experience has shown that it is far more effective to give frequent, small reinforcements than only a few large ones. This is of particular importance early in the game. Later on, the student could work for a larger payoff over a longer time.

Rule 4 - The contract should call for and reward accomplishment rather than obedience.

Thus the contract should say: "If you accomplish such and such, you will be rewarded with such and such." "If you do what I tell you not to do, I will reward you with such and such." Reward for accomplishment leads to independence. Reward for obedience leads only to continued dependence on the person to whom the student learns to be obedient.

Rule 5 - Reward the performance after it occurs.

Task completion should come before the reinforcing went. The following would be wrong:
"Just one more game of cards" (a reinforcing activity)
"then you've got to do your homework" (a task event) or
"Stop watching TV and carry out the trash".

Rule 6 - The contract must be fair.

This rule simply means that the terms of the contract on both sides of the agreement (if you will do X, then I will do Y) or (X = Y) must be of relatively equal weight. An absurd example of an unequal contract might be: "If you get all A's throughout the school year, I will take you to the movies." In general, relate the amount of reward to the amount of performance. Teachers sometimes feel uncomfortable with rewarding the students "for what they should be doing anyway." It seems to be somehow immoral to reward today's student for doing assignments that earlier generations had to do or else. But the fact is that students learn better, and more willingly if reinforcers follow difficult activities. We wouldn't say today's students should not get better dental care than their parents had.

All schools provide some activities and objects for their students primarily because of their fun value. The crucial difference is in the time sequence of offering them. All this method suggests is to use these "fun" activities that the kids would normally get anyway as a contingent for some work on a difficult task.

Furthermore, rewarding students in this manner is not a bribe. A bribe means trying to influence someone to perform something illegal, unethical, or immoral. We are not asking kids to perform activities which are illegal or immoral, or wrong, etc.

Remember: All of us do what we do because of the anticipated (sometimes long-range) consequences of what we do.

Rule 7 - The terms of the contract must be clear.

For example, an unclear contract would say, "Do a few arithmetic problems and then we will do something more interesting." A more clearly stated contract would say, "Do ten arithmetic problems correctly then you get 5 minutes at the end of the period to talk to a friend. The student must always know how much performance is expected of him and what he can expect as a payoff.

Rule 8 - The contract must be honest.

An honest contract is one which is:

(a) carried out immediately
(b) carried out according to the terms specified in the contract.

Rule 9 - The contract must be positive.

An appropriate contract should not say, "I will not do X, if you will do Y." The terms of the contract should contribute something to the student's experiences, rather than take something away from him. Often contracts used in the school and in the homes are implicitly or explicitly of a negative type, e.g., "behave as I tell you," implies "you will not get punished if you behave as I tell you." The outstanding characteristic of negative contracting is that it involves a threat of punishment.

Rule 10 - Contracting as a method must be used systematically and consistently.

The laws of contingency go on working all the time, whether one pays any attention to them or not. That is, these laws do not hold only during arithmetic period or the reading lesson, or only during school hours, for that matter. A reinforcement following a bit of behavior will strengthen that behavior whether or not it occurs during school hours. As one becomes familiar with contingency management procedures one might ask, "What is the payoff for the student?" for almost every behavior request of a student.

Reality Therapy

The overriding basic needs of students as seen through the principles of reality therapy are the need for love and self-worth. The degree to which a person succeeds in meeting these needs is directly related to his feelings of failure or success of pain or pleasure. The need for love and self-worth are so intertwined that they may be considered as falling under the single term of " identity." When a student's behavior is such as to increase his feeling of failure and decrease his feeling of success, the teacher should assist that student in becoming aware of and in understanding the reality and the consequences of his or her behavior. Reality therapy, as developed by William Glasser, is an approach designed to help students achieve a success identity and behave in such a way as to bring positive consequences to him or herself (to feel good, to give and receive love, to achieve recognition, to have fun, to become self-disciplined). To initiate reality therapy, the following eight steps should be understood and implemented by the teacher*.

(1) Make friends with the student--develop a good repore and open lines of communication

(2) Establish what is being done by the student--make sure the student understands and believes that what you have discussed is "reality"

(3) Establish if the behavior is helping or hurting the student--Does it meet the student's needs? Is it producing the consequences that he or she desires?

(4) Develop and make a plan to do better--to meet more of the student's needs, to create better, more desirable consequences

(5) Get a value judgement and a commitment to change behavior from the student

(6) Do not accept excuses from the student for not changing--teachers who care accept no excuses

*Glasser, William, REALITY THERAPY, New York, Perennial Library, 1965, Page 58.

(7) Do not punish the student for not changing and neither should the teacher interfere with the natural, reasonable consequences of the student's behavior

(8) Never give up on the student.

The instructor should follow these eight steps of reality therapy as much as possible to help young people become strong, happy, self-confident, and successful men and women.

Establishing Norms

Establishing norms is a very important instructional method used in creating a positive educational climate for learning. A positive educational climate is paramount to good learning and supports student participation, motivation and enthusiasm for learning. Educational norms can be established by developing ground rules and/or student expectations to:

- Develop a safe and accepting environment
- Promote positive reinforcements
- Create a willingness for attempting to learn
- Discourage distortions or disquising of emotions or feelings
- Create a sense of sharing, trust, and mutual openness
- Not allow put-downs

This chapter has presented an approach to "support" the three major elements (informational, experiential, and processing) of a comprehensive affective education program. The teacher should always be concerned with this important supportive element regardless of what approaches are used.

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1300 Alum Creek Drive
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CHAPTER V.
PROGRAM EVALUATION

Providing a method of assessing the growth of individuals and the success of your program in affective education is a very difficult task. The educator, approaching educational accountability, finds himself at times unable to provide specific, clear cut, easily measured objectives. In many cases, specific ends are not called for. Instead, they are problem-oriented with ultimate goals established only in very general terms, if at all. Many times it is even more important to look at the group process and not at the end result. Accurate measurement of long-term goals is always hampered by the question of who or what was really responsibile for the outcome.

Because of the concerns mentioned above, the following four areas have been identified as providing a comprehensive program of assessment including holistic* as well as specific performance-based approaches:

(1) Information (knowledge, vocabulary, concepts, etc.)
   a. Group process
   b. Problem solving
   c. Self-concept
   d. Human relations
   e. Personal growth

(2) Behavior (manipulation, performance, etc.)
   a. Dependability
   b. Effort
   c. Cooperation
   d. Proficiency

(3) Attitudes (perceptions, feelings, needs, etc.)
   a. Physiological
   b. Safety and security
   c. Love and belongingness
   d. Self-esteem and social respect
   e. Self-actualization and achievement
   f. Human relations

(4) Process (environment, atmosphere, mood, etc.)
   a. Goals
   b. Participation

* "Holistic" is defined by the Gestaltist theory stating that the whole is greater than the sum of its parts.

c. Feelings
d. Diagnosis and group problems
e. Leadership
f. Decisions
g. Trust
h. Creativity and growth.

Information

The information evaluation should measure the amount of knowledge, vocabulary, and concepts learned by the participants which are necessary for the achievement of the total affective education program's goals and objectives. These necessary knowledges, vocabulary, and concepts should be measured by written and/or oral tests given at the end of each of the five major areas of the formal structured activity strategies and also at the completion of the school year.

Behavior

This affective education program is designed to deal with that aspect of learning that determines the expression of attitudes and information in action and behavior. It is important because feelings, attitudes, drives, perceptions, and values determine behavior. Increased dependability, effort, cooperation, and job proficiency should be the result of student participation in the activities presented in this program. Students should show marked changes in their behavior--better attendance, being more punctual to class and class activities, honestly attempting tasks that are asked of them and being less critical and more considerate of other students in their attempts to perform tasks. Thus, students should become more successful in your regular program. The behavior evaluation should measure the change in behavior which occurs in your total regular program. This change should be measured using the following criteria:

I. ATTITUDE (60 percent)

A. Dependability - 20 percent
Points will be deducted when you are absent, late, or leave the program early.

1. Evaluation Criteria
   a. Each student is allowed six (6) days of excused absences for the year without being docked points
   b. A pre-notice or a telephone call to the instructor on the day which a student is absent is required. If this procedure is not followed, the student will be docked one percent for each occurrence. (The six day allowance is only applicable when this criteria is met.)
   c. Students will be docked the same for being late or leaving the class early as he would be docked for being absent
   d. Dependability is made up of ten percent credit for not being absent and ten percent credit for not being late or leaving early

2. Examples
   a. Late to class at the beginning of the day
   b. Late in returning from break
   c. An absence which exceeds the six day allowance
   d. An absence without following proper procedure of pre-notice or calling in to the instructor before class on the day of the absence
   e. Leaving early for break and leaving early at the end of the program period

B. EFFORT - 20 percent
The student is maximally occupied at an assigned activity.

1. Each student is deducted one percent each time he is observed as not being maximally occupied at an assigned activity

2. Examples
   a. Student is assigned to repair a piece of equipment and is working with another person on a different unit
   b. Person is requested to read a chapter in his textbook and is outside working on his car.
   c. Student is sitting at his desk with his head down sound asleep.
   d. Student is observed disrupting other classes while on break.

C. Cooperation - 20 percent
The student willingly attempts what is asked of him and does not criticize or keep anyone else from attempting what is asked of them.

1. Each student is deducted one percent each time he is observed criticizing or keeping someone else from doing what is asked of them

2. Examples
   a. Student observed quarreling or bickering with another student
   b. Student observed quarreling or bickering with instructor
   c. Student is observed hiding another student's belongings

II. PROFICIENCY (40 percent)

A. RELATED KNOWLEDGE - 20 percent
Related knowledge is technical information which a student needs to know in order to be able to perform the tasks and skills of his occupation.

1. Quizzes will be given at the end of every week for five weeks during the six weeks grading period. Each quiz is worth one percent
2. A six weeks test will be given during the last week of the six weeks grading period. This test will be worth ten percent
3. Class participation and the student's notebook will be worth five percent of the student's total grade

B. PERFORMANCE SKILLS - 20 percent
Performance skills represent the actual operation of the tasks and jobs involved in your program.

1. Procedure
   a. Ten percent is allowed for students using proper procedure in performing the tasks and skills required. Students should perform the task in the proper sequence, use the proper equipment and tools, and, when applicable, work appropriately with someone else. Students should follow accepted safety rules and procedures

2. Quality and Quantity
   a. Ten percent is allotted for the student's work being of the appropriate quality and quantity
   b. The quality and quantity of the student's work should meet identified acceptable standards

3. Examples
   a. Student is deducted percentage points when he is welding two pieces of metal together without wearing safety glasses
   b. Student takes twice as long to work a mathematical problem than would be expected of that student at this particular stage of the program.

Located on the following page is the "Behavioral Evaluation Sheet", Figure 15.

FIGURE 15. BEHAVIORAL EVALUATION SHEET

PARTICIPANT_____ EVALUATION PERIOD_____

TOTAL SCORE_____ DATE_____

	WEEK 1 st	WEEK 2 nd	WEEK 3 rd	WEEK 4 th	WEEK 5 th	WEEK 6 th	FINAL AVERAGE
ATTITUDE 60% or 60 Points							
DEPENDABILITY (20 points) 1. Absence (10 points) 2. Late or early leave (10 points)	___	___	___	___	___	___	_____
EFFORT (20 points)	___	___	___	___	___	___	_____
COOPERATION (20 points)	___	___	___	___	___	___	_____
SKILLS 40% or 40 Points							
RELATED KNOWLEDGE (20 points) 1. Quizzes (5 points) 2. Six weeks test (10 points) 3. Class participation and notebook (5 points)	___	___	___	___	___	___	_____
MANIPULATIVE SKILLS (20 points) 1. Procedures (10 points) 2. Quality and Quantity (10 points)	___	___	___	___	___	___	_____
						Total	_____

INTERPRETATION OF POINTS:

A	Superior	93 - 100 points
B	Good	85 - 92 points
C	Average	77 - 84 points
D	Poor	70 - 76 points
F	Failing	0 - 69 points

May improve by:_____

_____

_____

_____

GENERAL COMMENTS: _____

_____

_____

_____

TEACHER_____

Attitude

The attitude (perceptions, needs, feelings, etc.) evaluation should be used to measure the program's objectives by using the "attitudinal checklist" (see Figure 16) at the end of the fourth week and at the end of the 36th week. The teacher should respond to the checklist with his responses based on his *professional judgement*. Professional judgement is an important element of a comprehensive evaluation program. Rejection of the use of human judgement for assessing educational outcomes could result in failure to measure the most important aspects of our educational objectives. The attitudinal checklist is provided for the teacher to record the degree to which a person is satisfying his basic needs and is able to practice effective human relations.

The attitude of positive self-concept is very critical to both the ability of a person to self-actualize and to relate well to others; therefore, it is suggested that this single attitude about oneself be measured with a pretest and a post-test entitled "Tennessee Self-Concept Scale." The Tennessee Self-Concept Scale (100 item scale) takes about 15 minutes to administer. The scale can be administered to a wide range of populations from age 12 up and to either individuals or groups. The scores reflect what people are saying about themselves rather than what the test says about them. Computer scoring is recommended for large-scale evaluations because of the length of time in hand scoring. Materials can be ordered from the following:

Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37212.

The specimen set costs $1.50; test booklet - 1-99 = $.31, over 100 = $.29.

Group Process

The group process evaluation should be measured at the end of each six weeks of school and at the completion of the total program by having both the teacher and the participants respond to the "Group Effectiveness Rating Sheet" (see Figure 17). Group process refers to such items as group environment, atmosphere, mood, effectiveness, etc.

Assessment of all the data derived from these four major areas should begin to indicate some of the effects this program has on the students who have participated in it. Although no formal evaluation instrument has been presented in this chapter, the teacher must make sure the program attends to the three major elements of any successful affective education program (information, experience, and processing).

FIGURE 16. ATTITUDINAL CHECKLIST

_____
Program Name

Participant _____ _____ Evaluation Period _____

Date _____

	Percent of Needs Met, Achievement and/or Skills Acquired									
	10	20	30	40	50	60	70	80	90	100
Physiological needs are those needs which are necessary to the survival of the organism: food, water, oxygen and air, sleep, protection from temperature extremes, excretion, and sexual activities										
Safety and security needs express themselves on a person's efforts to protect, maintain, and shelter himself.										
Love and belongingness needs may be described as the need for the feeling of trust, of warmth and understanding, of closeness, intimacy and emotional give and take.										
Self-esteem can be defined as the need for status, identity, and recognition as perceived by ourselves and society.										
Self-actualization and achievement is defined as a process of realizing one's unique individuality, capabilities, and one's potential for growth and development.										
Human relations is defined as the ability of a person to practice effective personal relationships with one's self and with others in an acceptable manner to both.										

FIGURE 17. GROUP EFFECTIVENESS RATING SHEET*

A: Goals

Poor	10	20	30	40	50	60	70	80	90	100	Good
Confused; diverse; conflicting; indifferent; little interest.											Clear to all; shared by all; all care about the goals, feel involved.

B: Participation

Poor	10	20	30	40	50	60	70	80	90	100	Good
Few dominate; some passive; some not listened to; several talk at once or interrupt.											All get in; all are really listened to.

C: Feelings

Poor	10	20	30	40	50	60	70	80	90	100	Good
Unexpected; ignored or criticized.											Freely expressed; empathic responses.

D: Diagnosis of group problems

Poor	10	20	30	40	50	60	70	80	90	100	Good
Jump directly to remedial proposals; treat symptoms rather than basic causes.											When problems arise the situation is carefully diagnosed before action is proposed; remedies attack basic causes.

E. Leadership

Poor	10	20	30	40	50	60	70	80	90	100	Good
Group needs for leadership not met; group depends too much on single person or on a few persons.											As needs for leadership arise various members meet them ("distributed leadership"); anyone feels free to volunteer as he sees a group need.

F: Decisions

Poor	10	20	30	40	50	60	70	80	90	100	Good
Needed decisions don't get made; decision made by part of group; others uncommitted.											Consensus sought and tested; deviates appreciated and used to improve decision; decisions when made are fully supported.

*Schein, Edgar H. PROCESS CONSULTATION, Massachusetts, Addison-Wesley, 1969, page 42-43.

FIGURE 17. CONTINUED

G: Trust

Poor	10	20	30	40	50	60	70	80	90	100	Good
Members distrust one another; are polite, careful, closed, guarded; they listen superficially but inwardly reject what others say; are afraid to criticize or to be criticized.											Members trust one another; they reveal to group what they would be reluctant to expose to others; they respect and use the responses they get; they can freely express negative reactions without fearing reprisal.

H: Creativity and growth

Poor	10	20	30	40	50	60	70	80	90	100	Good
Members and group in a rut; operate routinely; persons stereotyped and rigid in their roles; no progress.											Group flexible, seeks new and better ways; individuals changing and growing; creative; individually supported.

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CHAPTER VI

PROGRAM DEVELOPMENT

The affective education strategies presented in this manual are, if fully implemented, a very comprehensive and elaborate program. To implement the program's strategies completely, as presented, is a difficult task and requires many skills and much time and work. Many times, a big problem in program implementation is getting past the feelings that you and your collegues may have which suggests that you are not doing the job you were hired to do but just playing games. Try to keep in mind the needs of the students. If games help--use them. However, affective education is not a game--it is a serious and an important educational task.

To develop and implement an affective education program, you will need to reallocate the time and effort which was specifically directed at occupational related and maniputative skill development to that of affective education. Not only does this reallocation reduce the time and effort you can spend directly on occupational related and manipulative skills, but many affective education activities, by their nature, produce some conflict and confusion in the total program. Allowing students to have important leadership roles or to assist in instruction can cause the teacher to feel that the total program is not operating as efficiently and as smoothly as usual when the teacher is in complete control. This conflict and confusion is natural, and is, in fact, necessary for growth in the affective domain. Conflict by itself is not good but when it is a part of a total process of activities designed to deal with and develop the skills to work through conflict situations in a constructive manner, it becomes a good educational tool. In fact, after the affective education program is successfully implemented, most students will actually increase their rate of related and manipulative skill development.

Affective education activities may also be viewed by your peers, your administrator and the community as activities which are not in the best interest of the total program. Even if people totally understand the program's concepts and approve of its implementation, it is still hard for many people to accept the "actual" operation of the program. Be prepared for some conflict yourself.

Many programs that are started in schools fail for a variety of reasons, the most common of which is that the teacher does not feel that the program is working. When the program does not succeed or the success is not readily visual, many teachers feel it is of no value, and they may quit or change the program. In many cases, success must come quickly for teachers to continue to develop affective education programs. This tendency is the most dangerous element in successful program development. Development of good affective education programs takes time and practice. Be patient. It is worth it.

GROWTH AND DEVELOPMENT STAGES

In the process of development, growth, and change, a person travels through many stages. The teacher should understand these stages, in terms of his own development, and also to be able to relate these states to the development of students. The following is a list developed by Dr. Joseph J. Quaranta, which represents stages people travel through in their growth and development:

- Awareness
  - Preconscious awareness
  - Conscious awareness
  - Attending
  - Seeking
  - Cognitive decisions

- Exploration
  - Experiencing
  - Risk taking
  - Failure
  - Emotional decisions
  - Physical decisions

- Commitment
  - Private
  - Public
  - Consistent behavior

- Skill Development
  - Entry skills
  - Functioning skills
  - Continued skill development

- Skill Refinement
  - Highest levels
  - Creativity
  - Boredom

- Reaffirmation and/or Redirection
  - New levels
  - New dimension
  - Basic changes.

Usually, stages occur in order. No stage can usually be skipped. A person, however, can be in many different stages at the same time. What stage are you in in the development of your affective education program?

PROGRAM ELEMENTS

An "effective," comprehensive program must allow for and support three major elements: (1) informational (2) experiential and (3) processing. If one or more of those elements are missing from your affective education program, it will greatly reduce the program's effectiveness and in some situations produce negative results.

The last sections of this chapter are designed to assist you in reviewing, assessing, evaluating, and planning, for the development of a comprehensive affective education program.

PROGRAM AWARENESS SUMMARY SHEET

Formal Structured Activities (Scheduled)

What is it? A formal structured activity is an experience-based program which is designed to assist the participants in developing a vocabulary for and an understanding of the content and concepts related to self-actualization and human relations. Formal structured activities may be seen as falling into the following five major subject areas: (1) group process, (2) problem solving, (3) self-concept, (4) human relations, and (5) personal growth.

Why use it? A formal structured activity is a very important prerequisite and is indirectly necessary for the success of the total affective education program. Formal structured activities mainly provide the cognitive (information) prerequisites for achieving growth in the affective domain. This information supports the total affective education program as specific occupational related knowledge and information would support the development of specific occupational skills.

When to use it? Regularly scheduled formal structured activities should be presented once a week for approximately 45 minutes to an hour and a half each week of the school year.

Formal Structured Activities (Unscheduled)

What is it? Same as formal structured activities (scheduled).

Why use it? Same as formal structured activities (scheduled).

When to use it? Unscheduled activities are used when a problem or concern spontaneously arises out of your regular program activities. Once you become familiar with many activities, their objectives, how to present them, you can apply this strategy whenever the time seems right (the teachable moment).

Student Organization (Work-Type)

What is it? This strategy is designed to integrate the principles and concepts of obtaining student growth and development in the affective domain into your regular on-going laboratory activities. Students will become involved in such activities as program planning, curriculum development, instruction, student management, grading and evaluation.

Why use it? The major goals of this integration process are to develop, within the class and the individual, a positive group identity, commonality of purpose and group cohesiveness. Once the student organization is integrated into your regular on-going program it becomes the "laboratory" to experience content, concepts, and vocabulary like those presented in the "formal structured activities" (related information) portion of your affective education program.

When to use it? The student organization (work-type) strategy should be implemented as soon as possible and operate throughout the total school year.

Student Organization (Club-Type)

What is it? In a student organization (club-type) program, experiences are provided to help students develop the knowledge, attitudes, and skills needed for social and occupational success. A student organization (club-type) program is an integral part of the total program curriculum and is a program in which students with common vocational goals can officially join together in an effort to realize and satisfy their common goals and needs.

Why use it? The major goals of this strategy are to assist students in developing positive identity, social skills, citizenship skills, and leadership skills by experiencing simulated life situations. Club-type activities can also add a new enthusiasm and a zest for learning.

When to use it? It is suggested that the student organization (club-type) strategy be structured so that individual class clubs would meet once every two weeks for approximately 30 minutes to 45 minutes. Also, additional activities outside of the individual class club may be developed or generated as a result of individual class club meetings and as a result of the development of a schoolwide club. Many students can also attend non-local club activities.

Classroom/Laboratory Meetings (Developmental)

What is it? A development meeting is designed to facilitate the process of students sharing, analyzing and relating. This process is structured to deal with affective education related subjects sequentially. These subjects are divided into three major topical categories: (1) awareness, (2) self-confidence, (3) human relations.

Why use it? Developmental meetings assist students in meeting their needs for attention, approval, appreciation, and the need to be listened to. As a result of these meetings, students learn the ability to articulate, listen, understand, reflect, and relate to situations, topics, and feelings that are "here and now". It also helps young people to emphathize and gain tolerance for other people.

When to use it? It is suggested that developmental meetings be used three days per week and be scheduled at the beginning or at the end of the related portion of your program. Mondays, Wednesdays, and Fridays are the days of the week which are usually recommended for this type of meeting. The meeting should last from 15 to 30 minutes.

Classroom/Laboratory Meetings (Open)

What is it? An open meeting is similar to a developmental meeting; however, any subject, concern or feeling may be dealt with by the group. Open meetings also operate on a different set of ground rules. The highlight of an open meeting is its relatively spontaneous and unrestricted communication of ideas and feelings.

Why use it? Open meetings are the cornerstone of relevant education and support the most basic form of growth and development in the affective domain. When using an open meeting strategy, the teacher is not looking for factual answers but rather attempting to stimulate students to think, feel, understand and to relate.

When to use it? The open meeting should be used once a week for approximately 45 minutes to an hour and a half.

Classroom/Laboratory Meetings (Problem Solving) - Scheduled

What is it? Problem solving meetings are designed to facilitate groups in assessing their needs and in solving their problems. Daily problem solving meetings ideally support the operation of a (work-type) student organization. The main purpose of this kind of meeting is to analyze the day's activities, work through any problem or concern, and discuss and plan for the next day's activities.

Why use it? The problem solving meeting (scheduled) is designed to work through, deal with, and solve class problems and concerns which are generated daily by the student organization. Before teachers can successfully change attitudes and behaviors of students, the students themselves have to be involved in the process. Problem solving meetings help students become involved.

When to use it? The problem solving meeting should be used at the end of every day for approximately 10 to 20 minutes.

Classroom/Laboratory Meetings (Problem Solving) - Unscheduled

What is it? Problem solving meetings are designed to facilitate groups in assessing their needs and in solving their problems. Problem solving meetings should be utilized whenever a major class problem has been identified.

Why use it? Every class should be a working problem solving unit. Student should share in the responsibility for learning and behavior. The extent to which a student feels he has control over his own destiny is the extent to which he is likely to achieve and behave in an acceptable manner. The skills of writing problem statements, force field analysis, brainstorming, strategy planning and evaluation are developed and strengthened through these meetings.

When to use it? Problem solving meetings should be utilized whenever a major class problem has been identified. Forty-five minutes to an hour and a half is usually allowed for each meeting when the class is working on a major group problem.

Instructional Methods (Modeling)

What is it? Instructor modeling is a process of exhibiting attitudes, skills, and behavior which you want students to observe and to emulate.

Why use it? Modeling should be used as an instructional tool to change a student's attitudes and behavior by presenting an attractive model.

When to use it? All the time.

Instructional Methods (Operant Conditioning)

What is it? Operant conditioning is an instructional method of changing a student's behavior by changing consequent conditions that follow the behavior. By changing consequent conditions, the instructor may increase, decrease, or maintain the frequency of a behavior. Consequences which can change behavior or maintain behavior are either postive or negative reinforcers.

Why use it? To change a student's behavior.

When to use it? Operant conditioning should be used all the time and especially whenever a student's behavior is disruptive to the overall educational process.

Instructional Methods (Contingency Contracting)

What is it? Contingency contracting is an instructional method which involves the making of contracts with a student or a class for a change of behavior. This change in behavior is hopefully accomplished by granting a desired reinforcer (token, special privileged activity, etc.)

granting a desired reinforcer (token, special priveleged activity, etc.) to the student after he completes the desired task or demonstrates a change of behavior.

Why use it? Contingency contracting should be used to change a student's or a class behavior which has been identified as being a high priority to the support of the on-going program.

When to use it? Contingency contracting should be used to change behavior which is causing major problems.

Instructional Methods (Reality Therapy)

What is it? Reality therapy is an eight-step approach designed to help students achieve success and feel good. The following are the eight steps of reality therapy: (1) Make friends, (2) Establish what is being done, (3) Is it helping? (4) Make a plan to do better, (5) Get a commitment, (6) Don't accept excuses, (7) Don't punish but don't interfere with natural consequences, (8) Never give up.

Why use it? Reality therapy is an approach designed to help students achieve a success identity and behave in such a way as to bring positive consequences to him or herself (to feel good, to give and receive love, to achieve recognition, to have fun, to become self-disciplined, etc.).

When to use it? All the time.

Instructional Methods (Establishing Norms)

What is it? Establishing norms is an instructional approach designed to facilitate the development of a positive educational climate. Ground rules and student expectations are established to:

- Develop a safe and accepting environment
- Promote positive reinforcements
- Create a willingness for attempting to learn
- Discourage distortions or disquising of emotions or feelings
- Create a sense of sharing, trust, and mutual openness
- Do not allow put-downs

Why use it? Class norms are necessary in providing a positive educational climate to support student participation, motivation, enthusiasm for learning.

When to use it? All the time.

IMPLEMENTATION SKILLS REVIEW SHEET

The following is a listing of teacher competencies which are considered important for the successful implementation of affective education. (The list is not meant to be all inclusive.) Which ones do you need work on?

DEVELOPMENT SKILLS

1. Determine needs and interests of students
2. Obtain program resources and materials
3. Review and select materials
4. Understand principles of growth and development in the affective domain
5. Write units, lesson plans and programs
6. Grouping students

PROCESSING SKILLS

1. Employ oral questioning techniques
2. Employ reinforcement techniques
3. Employ lecture techniques
4. Demonstrate a skill, concept, or principle
5. Conduct team teaching or co-facilitating
6. Conduct group discussions
7. Direct students instructing and grading other students
8. Employ the techniques of role playing and simulation
9. Conduct evaluation, observations, and tests
10. Direct problem solving and decision making
11. Employ motivation and stimulation of learning
12. Employ summarizing and relating
13. Direct goal setting and achievement strategies

SKILLS OF USING SELF

1. Demonstrate respect
2. Demonstrate trust
3. Demonstrate openness
4. Demonstrate communication
5. Demonstrate unconditional positive regard
6. Demonstrate love
7. Model awareness
8. Model self-esteem
9. Demonstrate creativity

AFFECTIVE EDUCATION PROGRAM STRATEGIES
(ASSESSMENT CHECKLIST)

Now that you've reviewed the strategies for implementing a comprehensive affective education program, review the following and indicated in the blanks in priority, the areas that you're most interested in developing further. Next, place a check beside the item in which you feel a need for additional program awareness, necessary reference materials, and/or implementation skills.

FORMAL STRUCTURED ACTIVITIES

_____ 1. Formal Structured Activities (scheduled)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 2. Formal Structured Activities (unscheduled)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

STUDENT ORGANIZATIONS

_____ 3. Student Organization (work-type)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 4. Student Organization (club-type)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

CLASSROOM/LABORATORY MEETINGS

_____ 5. Classroom/Laboratory Meeting (developmental)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 6. Classroom/Laboratory Meeting (open)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 7. Classroom/Laboratory Meeting (problem solving) - scheduled

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 8. Classroom/Laboratory Meeting (problem solving) - unscheduled

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

INSTRUCTIONAL METHODS

_____ 9 Instructional Methods (modeling)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 10. Instructional Methods (operant conditioning)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 11. Instructional Methods (contingency contracting)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 12. Instructional Methods (reality therapy)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

_____ 13. Instructional Methods (establishing norms)

( ) *Program awareness (what is it, why use it, and when to use it)*
( ) *Reference materials (content, concepts, and process instructions)*
( ) *Implementation skills (development, processing and using self)*

GLOSSARY

ACTIVITY REINFORCER - Activity reinforcers are things that students like to do when they are given a chance. Activity reinforcers may include playing games, singing, watching TV, playing sports, etc.

AFFECTIVE EDUCATION - Affective education is a domain of education which is designed to promote students realizing and meeting their needs and drives within a society. Affective education concerns itself with such things as feelings, needs, drives, values, and perceptions.

ATTITUDE - Combination of feelings, values, perception, and tendencies to act in particular ways toward persons, objects or events.

AUTONOMY - Autonomy is a sense of independence, of being an individual separate from other people. Autonomy may also be considered a quality or state of being self-governing.

BRAINSTORMING - Brainstorming is a method of problem solving used to generate and create new ideas in a group setting without the fear of being criticized by the other group members. An evaluation of the ideas is delayed until after the brainstorming process has been completed.

COGNITIVE EDUCATION - Cognitive education is a domain of education which is designed to promote students acquiring knowledge, including both awareness and judgement.

CONTINGENCY CONTRACTING - Contingency contracting is an instructional method which involves the making of contracts with a student or a class for a change in behavior. This change in behavior is accomplished by granting a desired reinforcer (token, special privilege activity) to the student after he completes the desired task or demonstrates the change of behavior.

COOPERATION - Cooperation is when the student willingly, honestly attempts what is asked of him and being less critical and more considerate of other students in their attempts to perform tasks.

DEFENSE MECHANISMS - A defense mechanism is an unconscious mental process that enables a person to reach comprise solutions to problems and to handle guilt and frustration.

DEPENDABILITY - Dependability is when a person can be relied on and trusted to attend class regularly, not be late for class and not leave class early.

DRIVE - Motive; energy available for behavior, any strong stimulus that can impel the organism to action.

EDUCATIONAL CLIMATE - An environment which facilitates growth and development in the affective domain.

EFFECTIVITY - Effectivity is the ability of individuals to be and feel successful, to accomplish and produce.

EFFORT - Effort is when a person is maximally occupied at an assigned activity; making a serious attempt.

EMULATE - Emulate is defined as the act of striving to be equal or to excel an attractive model or person.

ESTABLISHING NORMS - An instructional method used to develop student ground rules and expectations which will create a good educational climate.

EXPERIENCE - To participate in; events that make up the past.

EXPERIENTIAL - An affective education strategy area designed to provide students with life and work experiences as a base for growth.

FACILITATOR - A facilitator is a person who leads a group in a formal structured activity.

FANTASY TRIP - A fantasy trip is a mental exercise that is directed by a facilitator or a group leader which directs students' thoughts.

FEELING - The character ascribed to something as a result of one's impression or emotional state; sentiment.

FORCE FIELD ANALYSIS- A force field analysis is a problem solving procedure which provides a diagramatic picture of the forces that maintain a problem situation at any given moment. A force field analysis also helps determine the importance and the strength of each identified force.

GENERATIVITY - Generativity can be defined as a person's interest in establishing and guiding the next generation.

GROUP COHESIVENESS - Group cohesiveness is the resultant of the forces acting on all the members of the group to remain in the group. It is also the attractiveness of the group for its members.

GROUP PROCESS - Group process is the conditions created within the group in such areas as group environment, atmosphere, mood, etc.

GROUP THERAPY - Group therapy is psychotherapy conducted with 8 to 12 members in a group.

HETEROGENOUS GROUPING - Heterogeneous grouping is the arrangement of students in groups in which the students are dissimilar in character, personality, background, interests, and aptitudes.

HUMAN CONFLICT - Human conflict is a result of the resistance a person encounters in his struggle to satisfy his basic needs and to acknowledge his values.

HUMAN RELATIONS - Human relations is the ability of a person to practice effective personal relations with oneself and with others in an acceptable manner to both.

IDENTITY - Identity is a person knowing who he is, what he is, what he stands for and where he is going.

IDENTITY DIFFUSION - The loss of a person knowing who he is, what he is, what he stands for and where he is going.

INFORMATIONAL - An Affective Education strategy area designed to provide students with concepts, vocabulary and structure needed for growth.

INTERPERSONAL LEARNING - Interpersonal learning is a process of students reacting, observing, and discussing with other students to increase their awareness of the significant aspects of themselves including their strengths, limitations, defenses, and behavior.

INTIMACY - Intimacy is the human act of being close, friendly, and sharing openly and confidentially.

JOB PROFICIENCY - Job proficiency is knowing the technical information and procedures needed to be able to perform the tasks and skills involved in an occupation and to be able to perform those tasks and skills using the correct procedures, tools, safety rules and at the quality and quantity which have been identified as acceptable standards for that industry.

LECTURETTE - A lecturette or a mini-lecture is a short, concise presentation of content, vocabulary and/or concepts.

MANIPULATIVE INSTRUCTION - Manipulative instruction is instruction which relates to the psychomotor development of students.

MODELING - Modeling is a process of exhibiting attitudes, skills, and behavior which you want students to observe and to emulate.

NEGATIVE REINFORCERS - Negative reinforcers are any action taken by the teacher immediately after the behavior has occurred that would discourage the repetition of that behavior. Negative reinforcers are usually something that the student does not like, does not want, or cannot have.

OPERANT CONDITIONING - Operant conditioning is an instructional method of changing a student's behavior by changing consequent conditions that follow the behavior. By changing consequent behavior, a teacher may increase, decrease, or maintain the frequency of behavior. Consequences can change behavior or maintain behavior and consequences can either be positive or negative reinforcers.

PERCEPTIONS - Perceptions are the reception and interpretation of information through our senses.

PERFORMANCE-BASED TEACHER EDUCATION PROGRAM - This program is a composite of educational materials designed to provide learning experiences for the teacher to integrate theory and application into instruction. Included in the materials are criterion-referenced assessment of a teacher's performance of a specific competency.

PHYSIOLOGICAL NEEDS - Physiological needs are identified as Abraham Maslow's first level of human needs. Physiological needs include water, food, clothing, shelter, sex, air, excretion.

POSITIVE REINFORCERS - Positive reinforcers are any action taken by the teacher to encourage students to behave in a desired way. Positive reinforcers may be seen as falling into one of four kinds: (1) Primary, (2) Social, (3) Token, and (4) Activity Reinforcers.

PROBLEM SOLVING STATEMENT - A problem-solving statement indicates a problem situation and refers to the difference in the way things are and the way you would like things to be. A good problem statement includes a specific goal for improvement.

PROCESS INSTRUCTIONS - Process instructions are the information and knowledge needed to facilitate formal structured activities and classroom/ laboratory meetings.

PROCESSING - The act of facilitating growth in the affective domain from student knowledge and experience.

PSYCHOMOTOR EDUCATION - Psychomotor education is a domain of education which is designed to promote students developing motor and manipulative skill.

PSYCHOSOCIAL DEVELOPMENT - Psychosocial development is the psychological development of students in relation to their social environment.

REALITY THERAPY - Reality therapy is an eight-step instructional approach designed to help students achieve success and to feel good

RELATED INSTRUCTION - Related instruction is the presentation of the technical information which a student needs to know in order to be able to perform the tasks and the skills of his occupation.

ROLE PLAY - Role play is a technique which involves students in the acting out and playing of specific roles in order to identify feelings and work through related problems.

SCAPEGOATING - Scapegoating is a human process which displaces aggression by which prejudice serves as an outlet for personal feelings, hostility, frustration and aggression.

SELF-ACTUALIZATION - Self-actualization is a process of realizing one's unique individuality, capabilities, and potential for continued growth and development.

SELF-CONCEPT - A self-concept is how a person feels or perceives himself.

SELF-ESTEEM - Self-esteem is a good and positive feeling about oneself.

SIMULATIONS - Simulations is a group process used to duplicate work and life situations in order to identify related problems.

SPONTANEITY - Spontaneity is a condition in which a situation or problem naturally happens without external intervention.

STRATEGY PLANNING - Strategy planning is a problem solving activity designed to determine the ways and means of accomplishing a predetermined goal or in implementing a problem solving plan.

SUPPORT - Instructional methods used to create a good education climate which will facilitate the successful implementation of the informational, experiential, and processing elements of affective education.

TOKEN - A token is an item which can be exchanged for a reinforcer. Tokens may include money, poker chips, points, checkmarks, etc., which can be turned in for food, activities, and privileges.

VALUES - A value is a characteristic, concept or material thing of relative importance to an individual or a society.

WARM-UP - A warm-up is an ice-breaker or readiness activity to help students transcend from their day-to-day activities to an affective education activity.

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APPENDIX A.

FORMAL STRUCTURED ACTIVITY
(Group Process - Group Roles)

GROUP PROCESSES

I. *TITLE:* GROUP ROLES

II. *GOALS AND OBJECTIVES:*

A. INFORMATION: To better understand how certain roles affect the success of groups reaching concensus, achieving goals, and/or solving problems.

B. BEHAVIOR: To promote the playing of functional roles by the group participants.

C. ATTITUDE: To increase the participant's awareness of the role or roles he usually plays in a group, how this role affects the success of the group, and how other group members feel about persons playing that role.

D. PROCESS: To facilitate activities which will promote a strong individual commitment to participate fully and to openly discuss and share feelings about the experience.

III. *SUPPORTIVE SUBJECT MATTER:* See Attachment #1

IV. *PROCESS INSTRUCTIONS:*

Processing affective education effectively is critical to the program's success. Processing can be defined as the procedure, the sequence, the timing, and the sensitivity in which the materials and the activity are presented. A strong commitment to participate and a lively open discussion concerning the feelings of the participants about their experience is very important. Thus the facilitator should promote grouping which would have people who trust each other placed in the same group. It is also very important that the subject or task selected for the activity be one that is of high interest to most of the participants.

A. *INTRODUCTION/WARM-UP:* 5 minutes

1. Communicate the activity's goals and objectives
2. Communicate why the goals and objectives are important to them
3. Warm-up (line-up)

- Ask the participants to form a straight line
- Ask the participants to arrange themselves using the following criteria:
  - (a) by height
  - (b) by length of hair
  - (c) by shoe size
  - (d) by years living in Columbus
  - (e) by who is the best leader.
- Ask the participants which arranged themselves as being the best leaders of the group to be small group leaders in the activity to be presented later in the "Content Experience" section of this program.

B. *CONTENT DISCUSSION:* 10 minutes

1. The facilitator should ask the participants to list the different kinds and types of roles people play in groups
2. Next, the facilitator should ask the participants to code the roles they have identified as functional or as dysfunctional roles to group success
3. The facilitator should ask the participants to share their list and codings
4. Discuss the results. The following questions may assist you in stimulating further discussion:

   - What are the roles you have identified as being functional or dysfunctional? (list role on the blackboard)
   - Do you play more than one role in groups which you belong?
   - Are you completely aware of all the roles we usually play?
   - What are the most functional roles we can play in a group?

C. *CONTENT LECTURETTE:* 5 minutes

The facilitator should distribute the participant handout (Attachment #1) and present the information concerning the different roles and how these roles usually affect the success of groups.

D. *CONTENT EXPERIENCE:* 15 minutes

1. Arrange the participants into groups of twelve
2. Have the groups select a leader and an observer representing each group
3. Have the leaders leave the room. Give the group leaders their instruction sheet (Attachment #2) to read outside of the room while the facilitator instructs the remainder of the group to select a role from Attachment #1 which is completely opposite and/or unlike the role they usually play in groups
4. Give the observers their instruction sheets (Attachment #3) and review the instructions
5. Go outside the room and review with the leaders their task and instructions
6. After the facilitator has checked to see if everyone is ready, he should request the leaders to begin with their assigned tasks
7. Allow the leaders ten minutes to reach concensus

E. *CONTENT AND EXPERIENCE DISCUSSION:* 10 minutes

1. Have the observers lead the small group discussion based on the instructions in Attachment #3
2. Next, the facilitator should generate a large group discussion. The following questions may assist the facilitator in stimulating discussion:

- Request observer reports
- Did your group reach concensus?
- How did the group participants feel about playing a role they do not usually play in a group?
- Have the group respond to the roles they most disliked other group members to play.
- Did the leaders feel that reaching concensus was a hopeless task?
- Did you see yourself in someone else--was it a functional or disfunctional role?

F. *WRAP-UP/EVALUATION:* 5 minutes

1. *INFORMATION EVALUATION:* Have the participants indicate on the test (Attachment #4) whether the role listed is usually a functional or a dysfunctional role to a group. Also, have the participants indicate whether the role is a:
   (a) group task role
   (b) group building and maintenance role, or an
   (c) individual role.

2. *ATTITUDE AND BEHAVIOR EVALUATION:* Observe the participants to see if they:
   (a) increased their awareness of the role they usually play in groups
   (b) increase their awareness about how other people feel about the different role
   (c) change their roles in other groups.

3. *PROCESS EVALUATION:* Have an observer and/or a co-facilitator respond and react to the achievement of process goals listed in the "Goals and Objectives" section of this activity.

V. SIZE OF GROUP: 15-30

VI. TIME NEEDED: 45 minutes

VII. EQUIPMENT NEEDED:

A. Enough armchairs for all participants
B. Chalkboard

VIII. MATERIALS NEEDED:

A. Pencils (1 per participant)
B. Paper (1 sheet per participant)
C. Chalk and eraser for chalkboard

IX. HANDOUTS, TESTS, WORKSHEETS, ETC.:

A. One copy for each participant of Attachment #1
B. One copy for each group leader of Attachment #2
C. One copy for each observer of Attachment #3
D. One copy for each participant of Attachment #4

X. PHYSICAL SETTING

A. The room should facilitate the arrangement of the armchairs in one large circle and in small groups of ten to twelve members for each group

XI. PREPARATION:

A. The facilitator should be thoroughly knowledgeable of the related materials (Attachment #1)

B. The facilitator should be able to present the program content in a clear, concise, and understandable manner

C. The facilitator should prepare enough handouts for all the participants (Attachments #1, #2, #3, and #4)

D. The facilitator should be able to lead the discussion and be able to give clear instructions.

XII. ACTIVITY VARIATION REFERENCES:

Pfeiffer, William and Jones, John, Structured Experiences for Human Relations Training, Volume II, (Lutts and Mipps: Group Problem Solving, page 24, Structured Experience #31) University Associates, 1974.

Ibid., Volume IV, (Joe Doddlebug: Group Problem Solving, page 8, Structured Experience #103).

Ibid., Volume V, (Role Clarification: A Team-Building Activity, page 136, Structured Experience #171).

ATTACHMENT #1

ROLES THAT PEOPLE PORTRAY IN GROUPS *

I. GROUP TASK ROLES: *Group task roles are roles which are related to the task which the group is deciding to undertake. The purpose of these roles is to facilitate and coordinate group effort in solving a common problem and/or in the achievement of a group task.*

A. The *information giver* offers facts or generalizations which are "authoritative" or relates his own experiences pertinently to the group problem.

B. The *elaborator* spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made, and tries to deduce how any idea or suggestion would work out if adopted by the group.

C. The *summarizer* pulls together ideas, suggestions and comments of group members, and group decision (decision of the group) to help determine where the group is in its thinking or action process.

D. The *orienter* defines the position of the group with respect to its goals, points of departure from agreed-upon directions or goals, or raises questions about the direction which the group discussion is taking.

E. The *recorder* writes down suggestions, group decisions, or the product of discussion. The recorder role is the "group memory".

II. GROUP MAINTENANCE ROLES: *The roles in this category are related to the function of the group as a group. They are designed to alter or maintain the group way of working, to strengthen, and to perpetuate the group as a group.*

A. The *encourager* praises, agrees with, and accepts the contribution of others. He indicates warmth and solidarity in his attitude toward other group members, offers commendation and praise, and in various ways indicates understanding and acceptance of other points of view, ideas, and suggestions.

B. The *harmonizer* mediates the differences between other members, attempts to reconcile disagreements, relieves tension on conflict situations--perhaps through jesting or by pouring oil on the troubled waters.

* Battelle Columbus Laboratories, HUMAN RELATIONS MODULES 1-10, Columbus, Ohio, 1973.

C. The *compromiser* operates from within a conflict in which ideas or position is involved. He may offer compromise by yielding status, admitting his error, by disciplining himself to maintain group harmony, or by "coming halfway" in moving along with the group.

D. The *group observer* keeps records of various aspects of group process and feeds such data, with proposed interpretations, into the group's evaluation of its own procedures.

E. The *follower* goes along with the movement of the group, more or less passively accepting the ideas of others, serving as an audience in group discussion and decision.

III. INDIVIDUAL ROLES: *These are directed toward the satisfaction of the "participant's" individual needs. The individual's pose is related to some individual goal which often is not relevant either to the group task or to the functioning of the group as a whole.*

A. The *playboy* makes a display of his lack of involvement in the group's processes. This may take the form of cynicism, nonchalance, horseplay, and other more or less studied forms of inappropriate behavior.

B. The *dominator* tries to assert authority or superiority in manipulating the group or certain members. This domination may take the form of flattery, the assertion of a superior status or right to attention, authoritative behavior, downgrading contributions of others, etc.

C. The *quiet member* may be quiet for many reasons. It has been remarked about silence: "It is never misquoted, but it is often misinterpreted".

D. The *side-tracker* siphons off the group's energy by bringing up new concerns rather than staying with the problem being worked. Under his influence, groups can rapidly generate an enormous list of superfluous issues and concerns and become oblivious to the problem at hand. The game he plays is generally something like, "Oh, yeah, and another thing...."

E. The *clown* engages in disruptive behavior of a loud, boisterous type. He may set a tone of play rather than of problem-solving.

ATTACHMENT #2

LEADER'S INSTRUCTION SHEET

1. The small group leaders will have ten minutes to complete the assigned task.

2. The task is to provide the leadership necessary to bring the group to a total concensus concerning the following issue.

3. This group has just been given ten days off from school. Now the group has to decide how and when to take the days off.

4. The group leaders should be very persistent, enthusiastic, and resourceful in attempting to achieve the task of reaching concensus.

5. Do not give up. Take the whole ten minutes.

6. Total concensus is required.

7. Good Luck!

ATTACHMENT #3

OBSERVER'S INSTRUCTION SHEET

Your job is part observer, part discussion leader, and part reporter. As observer, your job should be to observe the group leader and the participants during the ten minute time period trying to reach a concensus of opinion on how and when to take ten extra days off from school. Once the time period is up, the observer should then lead a discussion about the experience. The following questions may assist in stimulating additional discussion:

1. *How did the group participants feel about playing a role they do not usually play in a group?*
2. *Have the group respond to the roles they most dislike other group members to play.*
3. *Did the leaders feel that reaching concensus was a hopeless task?*
4. *Did you see yourself in someone else--was it a functional or dysfunctional role?*

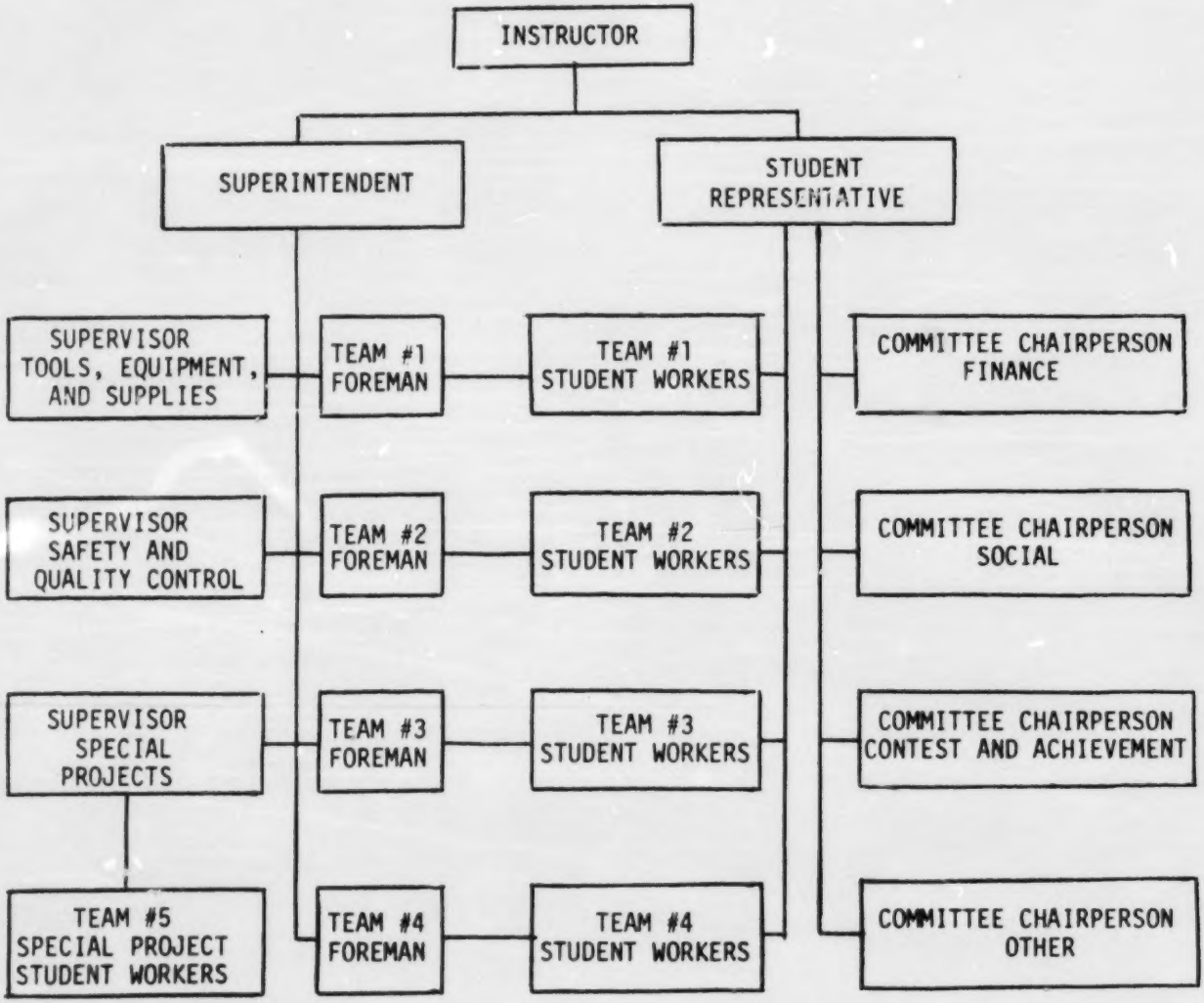
The observer should be prepared to report to the total group what they observed happening during the ten minute time period and a summary of the group discussion.

Roles	Check One			Check One	
	Group Task Role	Group Building Role	Individual Role	Functional Role	Dysfunctional Role
Clown					
Encourager					
Compromiser					
Information Giver					
Dominator					
Playboy					
Recorder					
Orienter					
Follower					
Harmonizer					
Summarizer					
Elaborator					
Quiet Member					
Group Observer					
Side-Tracker					

APPENDIX B.

STUDENT ORGANIZATION MODEL (WORK-TYPE)

STUDENT ORGANIZATION



B-1

IV. SUPERVISOR (TOOLS, EQUIPMENT AND SUPPLIES)

(A) Term; One week--students rotate through the position alphabetically. Everyone should serve in this position at least once.

(B) Duties and Responsibilities:

1. Supervise the checking out of tools, equipment, and supplies.
2. Maintain an inventory of tools and supplies.
3. Perform minor repair of tools.
4. Assist the instructor in identifying tool and/or supply needs.
5. Perform other duties as assigned by the superintendent.

V. STUDENT REPRESENTATIVE

(A) Term: One semester--candidates for the position of student representative will first be screened and approved by a committee of instructors and/or professional staff for minimum skills and attitudes necessary to perform the duties of that position. Once the candidates have been screened and approved, the student representative position will be filled by the candidate who receives the most votes from the student body.

(B) Duties and Responsibilities:

1. Represent and support the student worker in presenting grievances to management.
2. Insure that all students receive due process concerning class problems.
3. Serve as and perform the duties of the club president, such as, plan and preside at all meetings, appoint committees, and inform the class about school-wide and non-local activities.
4. Attend school-wide student meetings.
5. Meet with all committees twice a month.
6. Perform other duties as assigned by the instructor.

VI. SPECIAL PROJECT SUPERVISOR

(A) Term: Assigned--students are appointed by the superintendent to supervise special projects outside the regular class activities.

(B) Duties and Responsibilities:

1. Direct the activities of the student workers.
2. Provide leadership to the student worker team by modeling appropriate behavior, assisting, demonstrating, and leading the way.
3. Evaluate and grade the student workers.
4. Report progress to the superintendent (daily).
5. Meet with the superintendent and the student workers daily to report progress and organize the next day's activities.
6. Maintain a complete and an adequate first aid kit at the job site.
7. Supervise the following of adequate safety procedures and practices at the job site.
8. Perform other duties as assigned by the superintendent.

VII. STUDENT WORKER

(A) Term: Any time a student is not occupying any of the above student organization roles.

(B) Duties and Responsibilities:
1. Perform the operations, duties, and skills as requested by your team foreman or your special projects supervisor.
2. Follow all of the program's safety policies and procedures.
3. Follow all of the program's rules and regulations relating to acceptable behavior.

VIII. COMMITTEE CHAIRPERSONS

(A) Term: One semester--students appointed by the acting student representative.

(B) Duties and Responsibilities:
1. Finance Committee
   a. Meet twice a month with the student representative.
   b. Prepare budget.
   c. Organize money-making projects, i.e., magazine sale, candy, placemats, etc.
   d. Plan next year's budget. (Second semester)
   e. Chairperson selects committee members (2-3) who are not members of any other committee.
   f. The chairperson and committee work with the student representative who will serve as advisor to the committee.
   g. Report the committee's progress to the student body.

2. Social Committee
   a. Meet twice a month with the student representative.
   b. Plan and organize at least one social activity, per semester, for class, i.e., dance, parties, field trip, etc.
   c. Chairperson selects committee members (2-3) who are not members of any other committee.
   d. The chairperson and committee work with the student representative who will serve as advisor to the committee.
   e. Report the committee's progress to the student body.

3. Contest and Achievement Committee
   a. Meet when necessary with club advisors and student representative.
   b. Organize the local contest and achievement programs, i.e., skill, leadership, etc.
   c. Chairperson selects committee members (2-3) who are not members of any other committee.
   d. The chairperson and committee work with the instructor and student representative who will serve as advisors to the committee.
   e. Report the committee's progress to the student body.

GRADING AND ATTENDANCE

I. ATTITUDE (60 percent)

A. Dependability - 20 percent

Points will be deducted when you are absent, late, or leave the program early.

1. Evaluation Criteria
   a. Each student is allowed six (6) days of excused absences for the year without being docked points. Excused absences can be used any time during the year.
   b. A pre-notice or a telephone call to the instructor on the day before or on the day which a student is absent is required. If this procedure is not followed, the student will be docked 2 percent for each occurrence up to 10 percent maximum. (The six day allowance is only applicable when this criteria is met.) Any student whose attendance is over 10 percent will receive no grade (N) for that six weeks. If the make-up work is not completed before the end of the following six weeks, the grade will change to an "F".
   c. Students will be docked one percent for each occurence for being late or leaving the class early.
   d. Dependability is made up of ten percent credit for being absent and ten percent credit for being late or leaving early.

2. Examples
   a. Late to class at the beginning of the day.
   b. Late in returning from break.
   c. An absence which exceeds the six day allowance.
   d. An absence without following proper procedure of pre-notice or calling the instructor on or before class on the day of the absence.
   e. Leaving early for break and leaving early at the end of the program period.

B. Effort - 20 percent

The student is maximumly occupied at an assigned activity.

1. Each student is deducted one percent each time he is observed as not being maximumly occupied at an assigned activity up to 20 percent of his grade.

2. Examples
   a. Student is assigned to repair a piece of equipment and is working with another person on a different unit.
   b. Person is requested to read a chapter in his textbook and is outside smoking.
   c. Student is sitting at his desk with his head down sound asleep.

C. Cooperation - 20 percent

The student willingly attempts what is asked of him and does not criticize or keep anyone else from attempting what is asked of them.

1. Each student is deducted one percent each time he is observed criticizing or keeping someone else from doing what is asked of or assigned to them.

2. Examples
   a. Student observed quarreling or bickering with another student.
   b. Student observed quarreling or bickering with instructor.
   c. Student is observed hiding another student's belongings.

II. PROFICIENCY (40 percent)

A. Related Knowledge - 20 percent

Related knowledge is the technical information which a student needs to know in order to be able to perform the tasks and skills of his program.

1. Quizzes will be given at the end of every week for five weeks during a six week grading period. Each quiz is worth one percent

2. A six weeks test will be given during the last week of the six week grading period. This test will be worth ten percent.

3. Class participation and the student's notebook will be worth five percent of the student's total grade.

B. Performance (20 percent)

Performance or manipulative skills represent the actual operation of the tasks and jobs involved in your program.

1. Procedure
   a. Ten percent is allowed for student using proper procedure in performing the tasks and skills required. Students should perform the task in the proper sequence, use the proper equipment and tools, and, when applicable, work appropriately with someone else. Students must follow accepted safety rules and procedures.

2. Quality and Quantity
   a. Ten percent is allotted for the student's work being of the appropriate quality and quantity.
   b. The quality and quantity of the student's work should meet identified acceptable standards.

3. Examples
   a. Student is deducted percentage points when he is welding two pieces of metal together without wearing safety glasses
   b. Student takes twice as long to work a mathematical problem than would be expected of that student at this particular stage of the program.

Progress Reports

Progress reports (report cards) are issued to the parents of each student six times per year. An interim report shall be sent to parents when the progress of a student is not satisfactory (State Standards). Teachers shall attempt to conduct at least one personal conference with the parents of each pupil who has been given a failing grade or is a discipline problem.

The following pertains to the information contained on the progress reports:

The letter grade indicates how well the student has achieved the objectives of the course.

A pass-fail (P-F) option may be used when authorized by the school after contact with the Department of Secondary Education.

The "N" symbol is a temporary mark indicating that no grade was available or reported at the time it was due (there is no symbol for "incomplete").

A 1 indicates strong effort (consistent preparation, voluntarily enters into class activity, excellent attitude, seeks additional learning opportunities).

A 2 indicates normal effort (usually prepared, contributes in class when called on, satisfactory attitude, occasional extra work).

A 3 indicates little effort (seldom prepared, does not volunteer, often negative to learning, requires considerable prodding).

A	(93 - 100)	Outstanding
B	(85 - 92)	Above Average
C	(84 - 77)	Average
D	(70 - 76)	Below Average
F	(0 - 69)	Unsatisfactory

Averaging Final Grades

2 x First Six Weeks Grade	=	_____
2 x Second Six Weeks Grade	=	_____
2 x Third Six Weeks Grade	=	_____
2 x Fourth Six Weeks Grade	=	_____
2 x Fifth Six Weeks Grade	=	_____
2 x Sixth Six Weeks Grade	=	_____
1 x Final Examination Grade	=	_____
TOTAL	=	_____

Final Grade = Total six weeks grades x 2, plus final examination divided by 13 = _____

Instructors should maintain a record of numerical scores (0 to 100) for each six weeks grading period and for the final examination to more accurately determine the final grade.

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Team No._____ Team Foreman:_____ Week of:_____

MAXIMUM POINTS Dependability - 20 pts. Effort - 20 pts. Cooperation - 20 pts. Proficiency - 20 pts.	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY			
	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.
TEAM MEMBERS																				
1. _____																				
2. _____																				
3. _____																				
4. _____																				
5. _____																				

CLEAN-UP

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

SPECIAL ASSIGNMENT:

SPECIAL NOTES/REMARKS:

APPROVALS:

Foreman _____ Superintendent _____ Instructor _____

SUPERINTENDENT _____ WEEK OF _____

MAXIMUM POINTS Dependability - 20 pts. Effort - 20 pts. Cooperation - 20 pts. Proficiency - 20 pts.	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY			
	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.	Depend.	Effort	Cooper.	Prof.
Team Foreman #1																				
Team Foreman #2																				
Team Foreman #3																				
Team Foreman #4																				
Team Foreman #5																				
Tool and Supply Supervisor																				
Safety and Quality Control Supervisor																				

CLEAN-UP		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEAMS	1					
	2					
	3					
	4					
	5					

ASSIGNMENTS / SPECIAL NOTES / REMARKS

TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5
Foreman:	Foreman:	Foreman:	Foreman:	Foreman:

APPROVALS: _____ Superintendent _____ Instructor

_____
PROGRAM NAME

STUDENT NAME_____ EVALUATION PERIOD_____

TOTAL SCORE_____ GRADE_____ DATE_____

ATTITUDE 60% or 60 POINTS	WEEK 1st	WEEK 2nd	WEEK 3rd	WEEK 4th	WEEK 5th	WEEK 6th	FINAL AVERAGE
DEPENDABILITY (20 POINTS)							

Points will be deducted when you are absent, late, or leave the program early.

1. Absence (10 points)
2. Late or early leave (10 points)

EFFORT (20 POINTS)							
COOPERATION (20 POINTS)							

The student is maximumly occupied at an assigned activity.

The student willingly attempts what is asked of him and does not criticize or keep anyone else from attempting what is asked of them.

SKILLS 40% or 40 POINTS							
RELATED KNOWLEDGE (20 POINTS)							

Related knowledge is technical information which a student needs to know in order to be able to perform the tasks and skills of his program.

1. Quizzes (5 points)
2. Six weeks test (10 points)
3. Class participation and/or notebook (5 points)

PERFORMANCE SKILLS (20 POINTS)							

Performance skills represent the actual operation and performance of the tasks and jobs involved in your program.

1. Procedures (10 points)
   a. proper sequence (3 points)
   b. proper use of tools and equipment (3 points)
   c. safety (4 points)*
2. Quality and Quantity (10 points)

TOTAL _____

INTERPRETATION OF GRADES:

A	4.0	Outstanding	93-100 points
B	3.0	Above average	85-92 "
C	2.0	Average	77-84 "
D	1.0	Below average	70-76 "
F	0.	Unsatisfactory	0-69 "

MAY IMPROVE BY_____

_____

_____

_____

GENERAL COMMENTS:_____

_____

_____

_____

INSTRUCTOR_____

*Although safety only counts 4% points on your grades, failure to conform to the appropriate safety practices will justify removal from your program.

APPENDIX C

The following is a model comprehensive affective education program structured to the course of study format presented in the document "A Performance Workshop - A Course of Study" developed by Tom L. Hindes, Instructional Materials Laboratory, The Ohio State University (No.6018).

STUDENT ORGANIZATION

INSTRUCTION GROUP OBJECTIVES

CONDITION:

Given a well defined, functioning, and organized laboratory program with well defined tasks, duties, operations, activities, and jobs

PERFORMANCE:	STANDARDS:
The student will:	
1. Develop a vocabulary related to the terms used in a student organization and in self-actualization and human relations.	1. Student knowledge of vocabulary terms will be evidenced by scoring 85% on an oral or written test.
2. Define the concepts related to self-actualizations and human relations as they apply to a student organization and to the world of work	2. Student knowledge of related concepts will be evidenced by scoring 85% on an oral or written test.
3. Experience such activities as program planning, instruction, student management, grading, and evaluation	3. Students experience program planning and instruction by developing and presenting one (1) 30 minute trade-related lecture, and one (1) 15 minute laboratory demonstration. Students experience student management, grading, and evaluation by occupying the role of team foreman or shop superintendent for a six-week period.
4. Demonstrate an increase in positive identity, positive self-concepts, social skills and leadership skills	4. Students will demonstrate an increase in positive identity, positive self-concept, social skills and leadership skill by showing evidence of an increased score on the following evaluation tools: (1) "Tennessee Self-Concept scale" and (2) "Attitudinal checklist."
5. Demonstrate an increase in dependability, effort, cooperation, and trade proficiency	5. Students demonstrating an increase in dependability, effort, cooperation, and trade proficiency will be evidenced by scores recorded on the "Behavioral Evaluation Sheet."

INSTRUCTION GROUP OBJECTIVES continued ...

PERFORMANCE:	STANDARDS:
The student will:	
6. Increasingly meet his or her need for attention, approval, appreciation, and to be listened to and interrelate with other people	6. Evidence of students increasingly meeting their needs will be evidenced by scores obtained from the "Edwards Personal Preference Schedule."
7. Demonstrate an increased ability to empathize with and to tolerate other people	7. Students demonstrating increased empathy and tolerance for other people will be evidenced by scores on the "Recognition Assessment Empathy" (RA-E) Evaluation Instrument.
8. Demonstrate an increased ability to communicate with other people	8. Students demonstrate an increased ability to interrelate with other people, which is evidenced by scores on the "Interpersonal Relationship Rating Scale."
9. Conduct a daily meeting to analyze the day's activities, work through any problems and concerns and discuss and plan for the next day's activities	9. Evidence of daily meeting will be evaluated by a daily meeting Procedures Checklist.
10. Demonstrate group problem solving techniques and processes	10. Students demonstrating group problem solving techniques and processes will be evidenced by scores above 80% on each item of the "Problem Solving Techniques and Processes Checklist."
11. Demonstrate increased self-discipline and the ability to self-actualize	11. Students Demonstrating increased self-discipline and the ability to self-actualize will be evidenced by scores obtained from the "Self-Actualization Test."

MANAGEMENT STRATEGY

VARIABLES

Facility:

(1) The facility should support ease of eye contact when the total class (15-25 students) is in one large group, in small groups of 4 to 6 students, and/or in groups of 8 to 12 students

(2) The facility should offer the ability to control sound, temperature, and lighting

(3) The facility should be adjacent to the laboratory allowing visual contact between the two areas

(4) The facility should be furnished with a bulletin board, chalk board, portable armchairs or portable tables and chairs (hexagon type), and screen for the overhead, slides or movie projector.

Equipment:

1. flip chart and stand
2. 16 mm projector
3. overhead projector
4. slide projector
5. film strip projector
6. tape recorder
7. video tape recorder/player

Students:

In a "student organization", students will play a role in the program's instructional process, planning, grading curriculum development, and in student management. Students will have an opportunity to participate in situations common to working and to life. This experience will be supported with formal structured experiences, classroom/laboratory meetings, and with integrated instructional strategies. Students having difficulty functioning in the student organization will receive individual instruction and may be recycled through many organizational roles and/or activities.

ROTATION

Students will be appointed to, selected to, and elected to the following organizational roles:

Superintendent: Term--Six weeks--appointed by the instructor for the first six-week period. The next five superintendents will be selected for the position by having the highest grade point at the completion of the preceding six week grading period. No student can serve as superintendent for more than one six-week period.

Team Foremen: Term--Six weeks-students rotate through the position alphabetically, Foremen for each team should be a member of that team.

Supervisor (Safety/Quality Control): Term--Three weeks--students will be appointed to the position by the acting superintendent. No student can serve more than one three week period.

Supervisor (Tools, Equipment and Supplies): Term--One week--students rotate through the position alphabetically. Everyone should serve in this position at least once.

Student Representative: Term--One semester--candidates for the position of student representative will first be screened and approved by a committee of instructors and/or professional staff for minimum skills and attitudes necessary to perform the duties of that position. Once the candidates have been screened and approved, the student representative position will be filled by the candidate who receives the most votes from the student body.

Special Project Supervisor: Term--Assigned--students are appointed by the superintendent to supervise special projects outside the regular class activities.

Student Worker: Term--Any time a student is not occupying any of the above student organization roles.

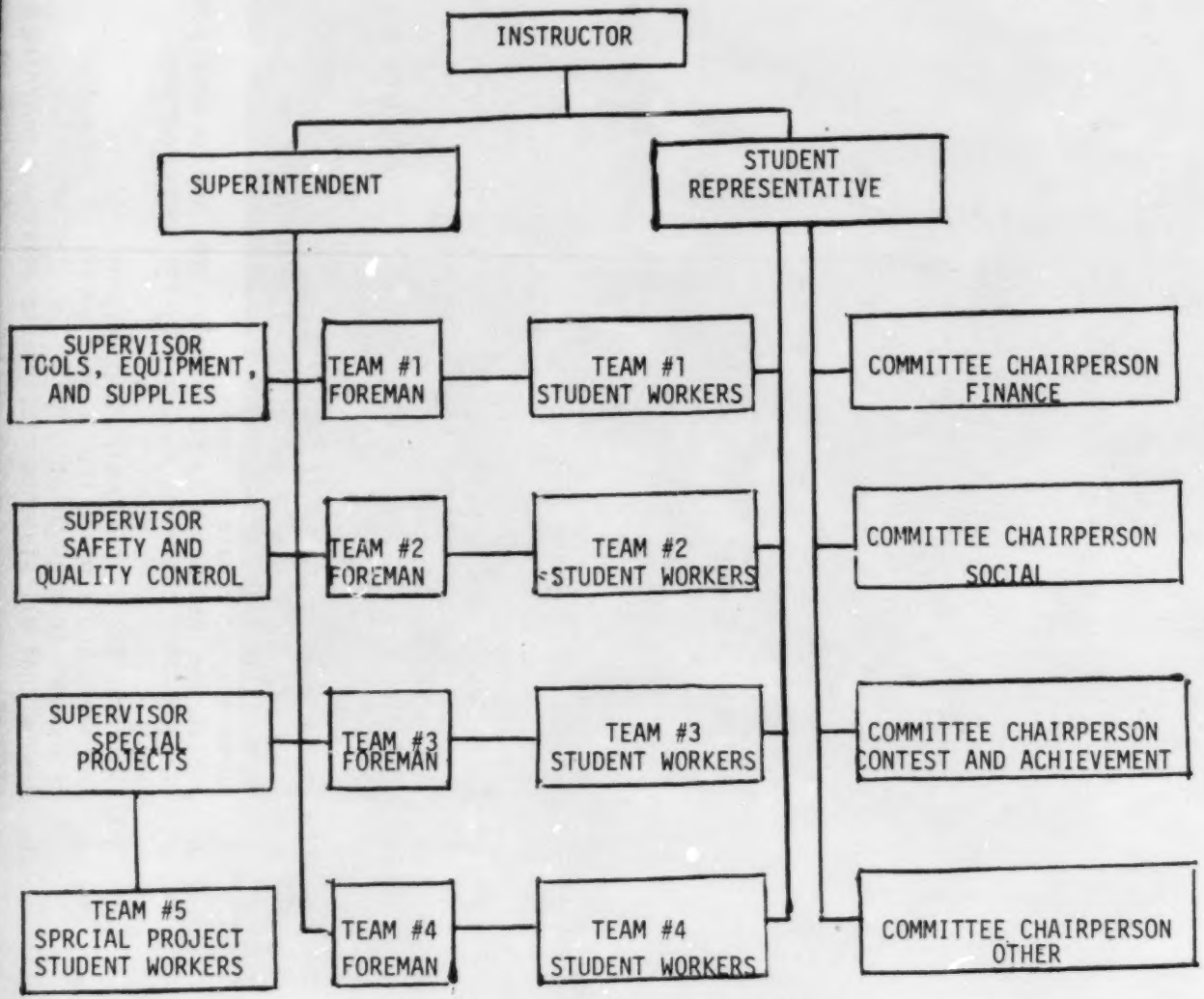
Committee Chairpersons: Term--One semester--students appointed by the acting student representative.

LOGISTICAL CONSIDERATIONS

In developing student organizational roles, the instructor should try, as much as possible, to develop roles that would most often be found in the trade or occupational program area. Roles could also be used which are useful and functional in the school setting. The usefulness of students occupying roles is dependant on how well the laboratory is defined, organized, and functioning. Manipulative skill development, contests, achievement programs, club meetings, (class, school-wide local and non-local), social and civic activities must be fully functioning to facilitate the successful operation of a student organization and the achievement of affective educational goals.

A. STUDENT LABORATORY ASSIGNMENT:

STUDENT ORGANIZATION



1. SUPERINTENDENT - Duties and Responsibilities:
   a. Direct the activities of the foremen and the supervisors.
   b. Evaluate and grade the foremen and the supervisors.
   c. Review the student workers' evaluations and grades.
   d. Report progress to the instructor (daily).
   e. Meet with: (a) Supervisors, (b) Foremen, and (c) Student Workers daily to report progress, problem solve, and to organize the next day's activities.
   f. Assist and greet visitors to the program.
   g. Meet with the student representative to work out problems and grievances.
   h. Perform other duties as assigned by the instructor.

2. TEAM FOREMEN - Duties and Responsibilities:
   a. Direct the activities of the student workers.
   b. Provide leadership to the student worker teams by modeling appropriate behavior, assisting, demonstrating and leading the way.
   c. Evaluate and grade the student workers.
   d. Report progress to the superintendent (daily).
   e. Supervise breaks.
   f. Meet with the superintendent and the other foremen and supervisors (daily).
   g. Meet with the student workers' daily to report progress and to organize the next day's activities.
   h. Perform other duties as assigned by the superintendent.

3. SUPERVISOR (SAFETY/QUALITY CONTROL) - Duties and Responsibilities:
   a. Maintain equipment, furniture, and tools in safe working condition.
   b. Maintain a complete and an adequate first aid kit.
   c. Learn and understand emergency procedures for fires and tornados. Assist instructor during such emergencies.
   d. Review and evaluate the quality of the product and/or service produced by the program. Report the results to the superintendent (daily).
   e. Supervise the adherance to approved safety procedures and practices in the laboratory.

4. SUPERVISOR (TOOLS, EQUIPMENT AND SUPPLIES) - Duties and Responsibilities:
   a. Supervise the checking out of tools, equipment, and supplies.
   b. Maintain an inventory of tools and supplies.
   c. Perform minor repair of tools.
   d. Assist the instructor in identifying tool and/or supply needs.
   e. Perform other duties as assigned by the superintendent.

5. STUDENT REPRESENTATIVE - Duties and Responsibilities:
   a. Represent and support the student worker in presenting grievances to management.
   b. Insure that all students receive due process concerning class problems.
   c. Serve as and perform the duties of the club president, such as, plan and preside at all meetings, appoint committees, and inform the class about school-wide student meetings.

d. Attend school-wide student meetings.
e. Meet with all committees twice a month.
f. Perform other duties as assigned by the instructor.

6. SPECIAL PROJECT SUPERVISOR - Duties and Responsibilities:
   a. Direct the activities of the student workers.
   b. Provide leadership to the student worker team by modeling appropriate behavior, assisting, demonstrating, and leading the way.
   c. Evaluate and grade the student wokers.
   d. Report progress to the superintendent (daily).
   e. Meet with the superintendent and the student workers daily to report progress and organize the next day's activities.
   f. Maintain a complete and an adequate first-aid kit at the job site.
   g. Supervise the following of adequate dafety procedures and practices at the job site.
   h. Perform other duties as assigned by the superintendent.

7. STUDENT WORKER - Duties and Responsibilities:
   a. Perform the operations, duties, and skills as requested by your team foreman or your special projects supervisor.
   b. Follow all of the program's safety policies and procedures.
   c. Follow all of the program's rules and regulations relating to acceptable behavior.

8. COMMITTEE CHAIRPERSONS - Duties and Responsibilities:
   a. Finance Committee
      (1) Meet twice a month with the student representative.
      (2) Prepare budget.
      (3) Organize money-making projects, i.e., magazine sale, candy, placemats, etc.
      (4) Plan next year's budget. (Second semester)
      (5) Chairperson selects committee members (2-3) who are not members of any other committee.
      (6) The chairperson and committee work with the student representative who will serve as advisor to the committee.
      (7) Report the committee's progress to the student body.

   b. Social Committee
      (1) Meet twice a month with the student representative.
      (2) Plan and organize at least one social activity, per semester, for class, i.e., dance, parties, field trip, etc.
      (3) Chairperson selects committee members (2-3) who are not members of any other committee.
      (4) The chairperson and committee work with the student representative who will serve as advisor to the committee.
      (5) Report the committee's progress to the student body.

B. INSTRUCTORS INSTRUCTIONAL ROLE:

1. Determine organizational roles
2. Determine organizational structure
3. Develop organizational duties and responsibilities
4. Promote the appointment, the selection, and the election of students to organizational roles
5. Determine organizational activities and procedures
6. Develop and implement an organizational in-service program
7. Supervise, direct and evaluate organizational activities and procedures
8. Implement and manage all program support strategies

C. USE OF DEMONSTRATION:

Demonstrations are not applicable to this instructional group except to the degree that the instructor serves as a model for students.

D. SPECIAL INSTRUCTIONAL NEEDS:

1. An awareness of the total program which would include what the program is, why is it necessary, and when to use it.

2. Reference materials which would supply the necessary information related to the program's concepts, content, and processing.

3. Implementation skills needed for program development, program processing, and using self.

G. CORRELATION OF LABORATORY AND RELATED AREAS:

(273 total hours per year-115-1/2 hrs related and 157-1/2 hrs laboratory)

Given a program which includes a schedule of an hour and a half in the related area at the beginning of the program's time period and followed by three hours laboratory time, students will experience the following instructional activities:

(1) Formal structured activities (scheduled) meets every Tuesday during related - 90 hours/year.

(2) Formal structured activities (unscheduled) meets an average of once every month on Thursday during related on an as needed basis--The Teachable Moment--25-1/2 hours/year.

(3) Student Organization (club type) meets every first and third Monday every month for 30 minutes of the program's last laboratory period--9 hours/year.

(4) Classroom/laboratory meeting (developmental) meets every Monday, Wednesday, and Friday for 20 minutes. Just following the program's related preiod--36 hours/year.

(5) Classroom/laboratory meeting (open) meets every Thursday for an hour and a half just following the program's related period--54 hours/year.

(6) Classroom/laboratory meeting (problem solving scheduled) meets at the end of the laboratory activities every day for 15 minutes--45 hours/year.

(7) Classroom/laboratory meeting (problem solving unscheduled) meets an average of once every month on Tuesday just following the program's related period on an as need basis--13-1/2 hours/year.

EVALUATION STRATEGY

RELATED AREA:

1. Paper-pencil test
2. Oral Questions
3. Teacher observation

LABORATORY

1. Teacher observation
2. Evaluation check off sheets
3. Paper-pencil test
4. Performance tests
5. Procedures checklist

TYPICAL MONTHLY SCHEDULE

	PERIODS	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					MINUTES
		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
RELATED	1ST		FSA-S					FSA-S					FSA-S		FSA-U			FSA-S				45
	2ND		FSA-S					FSA-S					FSA-S		FSA-U			FSA-S				45
LABORATORY	3RD	C/LM (D)		C/LM (D)	C/LM (OPEN)	C/LM (D)	C/LM (D)	C/LM PS-U	C/LM (D)	C/LM (OPEN)	C/LM (D)	C/LM (D)		C/LM (D)	C/LM (OPEN)	C/LM (D)	C/LM (D)		C/LM (D)	C/LM (OPEN)	C/LM (D)	45
	4TH				C/LM (OPEN)			C/LM PS-U		C/LM (OPEN)					C/LM (OPEN)					C/LM (OPEN)		45
	5TH																					45
	6TH	S.O. CLUB										S.O. CLUB										45
		C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	C/LM PS-S	

FSA-S: FORMAL STRUCTURED ACTIVITIES (SCHEDULED)
FSA-U: FORMAL STRUCTURED ACTIVITIES (UNSCHEDULED)
S.O.CLUB: STUDENT ORGANIZATION (CLUB-TYPE)
C/LM (D): CLASSROOM/LABORATORY MEETING (DEVELOPMENTAL)
C/LM (OPEN): CLASSROOM/LABORATORY MEETING (OPEN)
C/LM PS-S: CLASSROOM/LABORATORY MEETING (PROBLEM SOLVING) - SCHEDULED
C/LM PS-U: CLASSROOM/LABORATORY MEETING (PROBLEM SOLVING) - UNSCHEDULED

LABORATORY	RELATED
GROUP: Student Organization HOURS: 157-1/2 PERFORMANCE OBJECTIVE: At the conclusion of the program, the students should demonstrate an increased ability to self-actualize and to relate to other people. I. SELF-ACTUALIZATION (100 hrs) A. GENERAL TASKS 1. Increasing self-awareness 2. Assessing needs 3. Analyzing needs 4. Writing problem statements 5. Gathering data 6. Developing solutions 7. Planning action steps 8. Goal setting 9. Developing achievement strategies 10. Problem solving 11. Decision making 12. Disciplining oneself 13. Evaluating & following up 14. Managing time 15. Keeping records 16. Pacing oneself 17. Counter conditioning B. SPECIFIC TASKS 1. Learning trade manipulative skills 2. Developing mental health 3. Learning trade related information & knowledge 4. Developing work habits and attitudes 5. Developing a positive self-concept & trade identity	TITLE: Formal Structured Activities HOURS: 115-1/2 LESSON PLANS: I. ORIENTATION (5-1/2 hrs) (F.S.A.-1) A. FORMAL STRUCTURE ACTIVITIES 1. Scheduled 2. Unscheduled (F.S.A.-2) B. STUDENT ORGANIZATION 1. Work type 2. Club type (F.S.A.-3) C. CLASSROOM/LABORATORY MEETINGS 1. Developmental 2. Open 3. Problem-solving (scheduled) 4. Problem-solving (unscheduled) (1st affective education related test) II. GROUP PROCESS (22 hrs) (F.S.A.-4) A. GENERAL TOPICS 1. Trust 2. Unconditional positive regard 3. Openness 4. Cooperation 5. Individual vs group goals 6. Group roles 7. Team building 8. Communication 9. Leadership 10. Group decision making (F.S.A.-5) B. SPECIFIC TOPICS 1. Safety & first aide 2. Emergency procedures 3. Tool, equipment & supply checkout 4. Laboratory clean-up 5. Inventory 6. Ordering & requisitioning 7. Daily routine 8. Management (2nd affective education related test)

LABORATORY	RELATED
II. HUMAN RELATION (57-1/2 hrs) A. GENERAL TASKS 1. Trusting 2. Regarding oneself and others positivity 3. Communicating 4. Sharing 5. Cooperating 6. Meditating 7. Helping 8. Leading 9. Feeling 10. Clarifying values 11. Respecting 12. Loving 13. Caring 14. Resolving conflict 15. Building teams 16. Setting group goals 17. Interrelating B. SPECIFIC TASKS 1. Supervising others 2. Accepting instructions 3. Handling grievances 4. Relating with customers 5. Bargaining collectively 6. Leading shop meetings 7. Managing conflict 8. Functioning as a group	III. PROBLEM SOLVING (22 hrs) (F.S.A.-6) A. GENERAL TOPICS 1. Identifying and defining 2. Data gathering 3. Analyzing causes 4. Proposing alternatives 5. Planning action steps 6. Evaluation and follow-up (F.S.A.-7) B. SPECIFIC TOPICS 1. Evaluation & testing 2. Time & motion study 3. Grading & attendance 4. Quality control 5. Shop meetings 6. Researching & exploring (3rd affective education related test) VI. SELF-CONCEPT (22 hrs) (F.S.A.-8) A. GENERAL TOPICS 1. Self-esteem 2. Self-awareness 3. Fantasy 4. Sensory 5. Drives and needs 6. Values Clarification 7. Defense mechanisms 8. Perceptions (F.S.A.-9) B. SPECIFIC TOPICS 1. History of the trade 2. Importance of the trade 3. Uniqueness of the trade 4. Importance in having a skill 5. Winning vs failing (4th affective education related test) V. HUMAN RELATIONS (22 hrs) (F.S.A.-10)A. GENERAL TOPICS 1. Prejudice 2. Respect 3. Male-female roles 4. Relationships 5. Love 6. Helper-helpee 7. Conflict resolution

LABORATORY	RELATED
	(F.S.A.-11)B. SPECIFIC TOPICS 1. Grievance procedure 2. Due process 3. Insubordination management 4. Student rights and responsibilities 5. Collective bargaining (5th affective education related test) VI. PERSONAL GROWTH (22 hrs) (F.S.A.-12)A. GENERAL TOPICS 1. Time management 2. Habits 3. Self-tabulation and records 4. Pacing 5. Reinforcement 6. Counterconditioning 7. Goal setting 8. Self-discipline 9. Achievement strategies (F.S.A.-13)B. SPECIFIC TOPICS 1. Planning meetings 2. Training 3. In-service 4. Committees 5. Practice & drills 6. Work simulation (6th affective education related test) INSTRUCTIONAL MATERIALS: Ball, Geraldine, INNERCHANGE: A JOURNEY INTO SELF-LEARNING THROUGH GROUP INTERACTION, California, Human Development Training Institute, 1977. Glasser, William, REALITY THERAPY, New York, Harper and Row Publishers, 1965.

LABORATORY	RELATED
	Howe, Leland and Kirschenbaum, Howard and Simon, Sidney, VALUES CLARIFICATION, A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, New York Hart Publishing Co., Inc., 1972. Jones, John and Pfeiffer, William, A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, VOLUMES 1-V, California, University Associates Publishers and Consultants, 1961. Yalom, Irvin, D., THE THEORY AND PRACTICES ON GROUP PSYCHOTHERAPY, New York, Basic Book Company, 1974. Professional Vocational Teacher Education: Modules H-1-6; Module C-5; Module C-4; Module E-7; Module C-2; Module C-8; Module C-3; Module C-13.

APPENDIX D

PROBLEM SOLVING STEPS AND PROCEDURES

PROBLEM SOLVING STEPS *

1. IDENTIFYING AND DEFINING THE PROBLEM

The definition of a problem situation is an indication of a difference between the way things are and the way someone would like for them to be. This situation is usually described in a problem statement. The following represents four elements or four points which assist you in writing a good problem statement:

1. Who is affected?
2. Who is causing it?
3. What kind of problem is it?
4. What is the goal for improvement?

The most important guideline for writing a good statement is inclusion of a specific goal for improvement.

2. DATA GATHERING AND COLLECTION OF INFORMATION

When selecting tools for data collecting, two factors should be kept in mind:

1. The selection of one force to seek data about should be based on its probable importance. This is determined by an examination of the ranking and rating of all the forces. (Force Field Analysis)

2. Whatever method is used should be determined by considering the kind of information needed against a consideration of the possible effects on trying to get that information in a particular way.

3. DIAGNOSIS AND ANALYSIS OF DATA

The information gathered earlier may provide an immediate solution to the only possible action to be taken. Often, however, it is necessary to analyze or study the information, examine, and compare possible alternative solutions in lieu of the likely consequences. Then, make a selection that promises the best results.

4. DIAGNOSING, PROPOSING, ANALYZING AND DECIDING ALTERNATIVES

Research findings seldom have direct application to action. Two steps are generally needed in order to develop action guidelines from a research finding. First, one must decide what he believes to be the implications of that finding for his particular action situation. The second step toward coming up with action guidelines is to consider action alternatives for achieving the objectives you select from possible implications.

* Battelle Columbus Laboratories, HUMAN RELATIONS MODULES 1-10, Columbus, Ohio, 1973.

5. PLANNING ACTION STEPS

1. Force Field Analysis: Two kinds of analysis can be done on a force field--the diagnostic analysis and the strategy analysis.

2. Management Considerations: It is suggested that, in any given situation, the way you work out the answers to these questions of management will strongly influence how your action effort turns out and the kinds of side effects it may have! The overall question that applies to each of the following is: What is the most constructive way to do it this time?

3. Helping Relationships: Research indicates most of us benefit from having support from others when we try to do something new or different.

4. Scientific Knowledge: Implications for action can be derived from research findings.

5. Self-Initiation Skills: The most important resource may well be your own willingness to take initiative.

6. EVALUATION AND FOLLOW-UP

This step emphasizes two basic components. These two components analyze what is good as well as that which could be altered for efficiency. Consequently, evaluation and follow-up comprise the basis for a continuous circle of processes.

GUIDELINES FOR WRITING A PROBLEM STATEMENT

If I said to you, "we have a communication problem among people," what would you suggest we do about it? You would probably want to ask more questions before making any suggestions. The questions might be...., What is not being communicated? Who feels that there is a need for such communication? Why isn't this communication taking place? Specifically, who needs to be communicating what to whom to improve this problem situation?

A good problem statement requires answers to similar questions, It is a definite, brief statement about a problem situation. A problem situation exists when there is a difference between the way things are and the way someone would like for them to be. The word Problem carries a negative connotation to most of us. It can be applied both to situations which we feel negative about and also to situations which are not negative. This situation might be generally good now; however, the accomplishment of a new objective could make it even better. You might have a sports car that satisfies your needs; however, having a Cadillac, too, would make things even better.

Using the definition of a problem situation as indicating a difference between the way things are and the way someone would like for them to be implies that there will usually be "problems" that could be worked on. There are always improvement goals that people could be working toward.

A major barrier toward working constructively to achieve improvement goals is a lack of clarification in stating a problem. Compare the two following efforts to state a problem:

"We have a communication problem among our staff."

"We have many group discussions in our building." Virtually all of us involved in these discussions are concerned that we haven't given adequate attention to sharing ideas with all the people. We need ways of sharing that did not take up the time of those to whom a particular idea is not important, but which share enough detail so that those who are interested will know the other person's ideas.

The latter statement is a good problem statement. Here are four points to assist you in writing a good problem statement:

1. Who is affected?

   Consider these possibilities before deciding what you want to say about this. Is it you? Is it a small group of people? Is it an entire organization of people? Is it the community or society at large?

2. Who is causing it?

   There is always some person or persons who could influence things

* Battelle Columbus Laboratories, HUMAN RELATIONS MODULES 1-10, Columbus, Ohio, 1973.

being different. Although, we often talk of problems as though they were caused by circumstances that did not relate to people.

Here, some of the same questions could be asked that were asked in #1. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization of people? Is it the community or the society at large?

3. What kind of problem is it?

   Problems can be classified in a number of ways. The list below may help you:

   There is lack of clarity or disagreement on goals/objectives.
   There is lack of clarity or disagreement regarding the means to achieve the goals.
   There is a lack of skills required to carry out certain means.
   There is a lack of material resources.
   There is too much or too little communication.
   There is incorrect or inaccurate communications.
   Inappropriate or lacking roles.
   There is lack of consistency in what is understood.
   There are conflicts in thinking.
   There are restrictive, unclear, and misinterpreted values.
   There is inappropriate or inadequate expression of feelings.
   There is no clarity about decision making, e.g., power struggles.
   There is conflict related to individual difference.

4. What is the goal for improvement?

   It should be so clearly stated that anyone reading your statement would be able to determine when the goal had been reached. It should state exactly who is doing what, where, how, and to what extent. Unless you know where you are going, it is very difficult to plan how to get there.

The most important guideline for writing a good statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem statement. A problem statement answers the guideline questions in focusing on one specific improvement goal within the problem situation.

PROBLEM STATEMENT WORKSHEET/REACTION FORM

1. Who is affected?_____

2. Who is causing it?_____

3. What kind of problem is it?_____

_____

_____

_____

4. What is the goal for improvement? (Short Term)_____

_____

_____

_____

_____

5. What is the goal for improvement? (Long Term)_____

_____

_____

_____

_____

THE FORCE FIELD ANALYSIS*

In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that are maintaining a situation at a given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation you are concerned with. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail. After the forces are listed, the diagnostic analysis involves three steps.

First, rank order all of the forces "for" and "against" in order of their importance. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward the goal. You would rank as number one that force which you believe, if changed, would result in most movement toward the desired goal. Force number two would be that force which you believe, if changed, would yield the second most movement toward the goal.

Second, rate each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force in terms of being able to show objective data about its importance, who is involved in it and exactly how and why it is operating? Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as having objective data with which you could stand up in court and prove your case beyond a shadow of a doubt. Rate each force as to whether you are clear, partly clear, or unclear about it in these terms.

Third, look at the combination of ranking and rating which you have done. Forces which you have given a high ranking of importance, but are unclear about, are obvious candidates for further exploration. Your ranking and rating analysis tells you where more data is needed for diagnosing the problem situation.

In summary, to apply the force field technique in diagnosing a problem and/or deriving the most appropriate solution will complete the following process steps:

1. identify the problem/goals.
2. state problem applying all criteria
3. list forces for and against in proper form
4. rank forces in numerical order of importance (i.e., resistance to change and clarify evidence)
5. gather data about problem
6. evaluate data and derive other forces
7. derive and state appropriate solution strategy
8. evaluate solution effectiveness

In Ranking: Importance is defined as significance. How important or significant is a force in yielding the most movement toward goals?

In Rating: Strength refers to resistance to change. What evidence is there that it is a force? How clear is it to me that it is a force? (see attached form)

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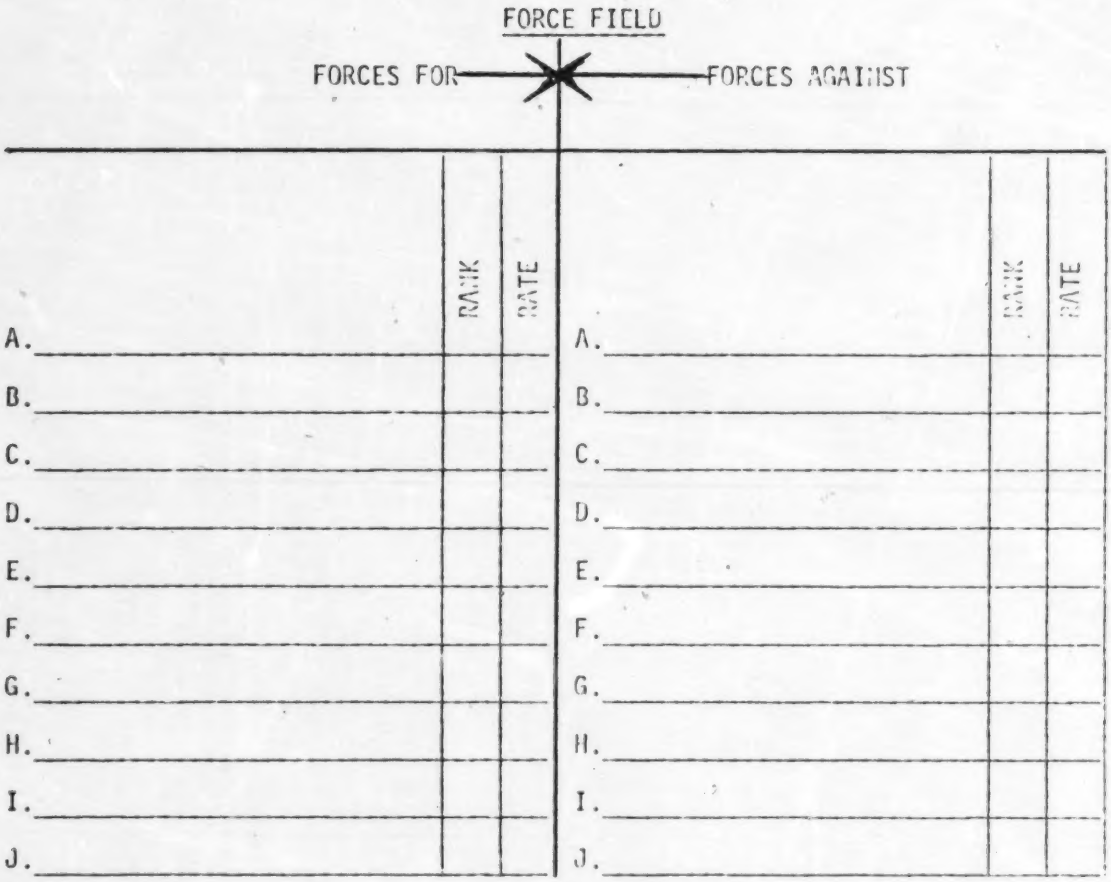
FORCE FIELD ANALYSIS WORKSHEET

PROBLEM STATEMENT:



Brainstorming: *

On many occasions a method is needed to generate as many ideas as possible, evaluate those ideas and select the idea (s) which seem most appropriate to solve a problem. One method utilized is brainstorming. This method helps participants in a group setting to express ideas without fear of being criticized by their colleagues. Before one participates in a brainstorming session, there are some points with which he/she should be aware.

An objective for a brainstorming session should be: to generate a list of possible ideas that may be useful in solving a problem, evaluate those ideas on the basis of their application to the problem (s) at hand, and select the idea (s) which would be most apropos to solve the problem.

Brainstorming Session:

From the group an individual is selected to be the leader. His function is to keep the session moving and being an arbitrator if necessary. The group will also select a recorder whose function is to record all ideas put forth by members of the group. A chalkboard is desirable for recording ideas.

A list of ideas can be generated quickly providing all members of the group:

1. actively participate
2. present as many NOVEL ideas as they can generate regardless how "wild" some may seem to others
3. venture from the realm of practicality to the domain of fantasy
4. respect the ideas being generated by other members
5. avoid letting one member dominate the activity
6. avoid discussion of ideas while the list is being generated
7. encourage each other to formulate ideas
8. state an idea as soon as it has been conveived

When it becomes obvious that all possible ideas have been exhausted, the group leader will call for discussion of ideas. At this juncture, the process of evaluation begins. During this discussion, each member of the group should:

1. actively participate
2. consider the relevance of the ideas to the problem (s) at hand
3. criticize an idea not an individual
4. provide any information pertinent to the discussion of an idea
5. not dominate the discussion
6. express his/her viewpoint with brevity
7. remember conflicts will occur on such occasions--"keep cool"--respect the rights of others, but try to "sell" your point

Upon completion of the discussion of the ideas generated, normally one idea will be dominant. If this is the case, the process is completed. If several ideas may be applied to the solution of a problem, the group should order the ideas from most preferable to least preferable.

* Battelle Columbus Laboratories, HUMAN RELATIONS MODULES 1-10, Columbus, Ohio, 1973.